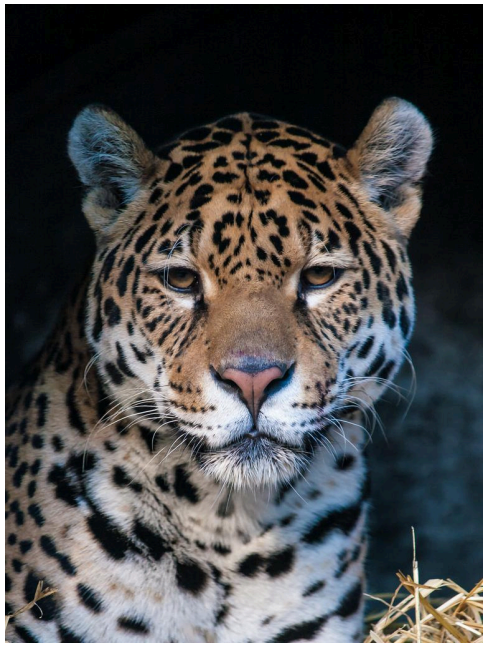
Natcher Elementary



Jaguars

Student and Family Handbook
2025-2026

Supplement to the Warren County Board of Education
District Student Handbook



Vision Statement

Beginning with the end in mind, growing tomorrow's leaders!

Mission Statement

The mission of Natcher Elementary School
is to provide a safe, caring environment
for life long learners to succeed.

School Motto

Together we ROAR
Better Relationships, Better Opportunities, Better Attitudes, Equals Better Results

School Phone: (270) 842-1364
School Fax: (270) 842-1563
1434 Cave Mill Road
Bowling Green, KY 42104
www.warren.kyschools.us/~natcher

Table of Contents

Important Facts 4
School Personnel 5
School Hours 7
School Based Decision Making Council (SBDM) 7
Parent Teacher Organization 8
Family Volunteers 8
Frequently Asked Questions 9
Ways to Help Our School 10
Safe School 10
Safety Procedures for Car Riders 11
Bus Regulations 13
Student Dismissal Policy 14
Attendance 15
Classroom Visitation Policy 17
School Discipline Plan 18
Interventions 21
School Wide Common Area Procedures 25
- School Wide Voice Levels
- Hallway Procedures
- Cafeteria Procedures
- Morning Meeting
- Bathroom Procedures
- Playground Procedure

Bully Prevention Plan 29
Student Information 32
Services 35
Academic Information 38
Homework Policy
Permanent Records
Agenda Books
Reporting to Parents
Supplemental Time
Primary School Program
Gifted and Talented Program
Honor Roll
Preschool Program
Title 1 Services
Terroristic Threatening 39
Natcher Elementary Mascot 42
Natcher Elementary SBDM Policies 43
Title IX 72

Important Facts!

☺ Check out: A picture I.D. MUST be presented when checking a child out during the school day if our staff does not recognize the person as someone on the emergency card. The picture I.D. needs to match one of the names on the emergency card.

☺ Visitors: Anyone wishing to visit during the school day will be asked to provide a picture I.D. if the office staff does not recognize the visitor as someone listed on the emergency card. If the visitor is not on the emergency card, the student's parent will be phoned to request permission. It is important to keep the emergency card information updated throughout the year with correct phone numbers.

☺ Written permission is required from the parent for any student to ride a bus other than his/her regular one.

☺ If your child is absent, send in a note when the child returns to school. **A student is permitted 7 parent notes a year**. Any further absences must have a doctor's excuse. **After 10 doctor notes, a special form is needed from the office for the doctor to complete**.

☺ Money brought to school should be in an envelope with the student's full name and teacher name on it please to ensure it is returned if lost.

☺ All meals are FREE! However, students must pay for any extras. The following prices are for adults:

Breakfast prices: $3.50
Lunch prices: $6.00

☺ When possible, please send a written note with the child's full name and teacher or phone the office by 2:00 pm for any change in transportation. Please do not email. If the email system were down, we would miss the change in transportation.

☺ Please check your child's backpacks DAILY.

☺ Please put your child's name on all personal items such as jackets, coats, backpacks, and lunchboxes so we can try to return lost items.

Natcher Elementary Team

Administration

Matt Thornhill – Principal
Stephen Young - Assistant Principal
Neesa Richardson – Curriculum Coordinator
Ashley Rich - Guidance Counselor
John Swack - Guidance Counselor

Homeroom Teachers

Kindergarten: Amy Early
Britney Harris
Samantha Miller
Kendall Swanson
1st Grade: Ellen Buselmeier
Ann Chenault
Ashley Christopher
Kathy Sergent
2nd Grade: Kierra Chandler
Stefani Grace
Laura Beth Menser
Melissa Watson
3rd grade: Katherine Cleary
Sarah Curry
Sara Hall
Andrea Partington
4th Grade: Leslie Emberton
Alisha Poole
Misty Rich-Flickinger
LeeAnn Saylor
5th Grade: Jenny Bryant
Bethany Childs
Laura Hubbard
Alison Lenhart
6th Grade: Alexis Doroba
Lisa Flynn
Michelle Oliver
Jennifer Webb

Natcher Elementary E-Mail List

(All end with @warren.kyschools.us) Example: matt.thornhill@warren.kyschools.us

Support Faculty

Kyle Alford - PASS Teacher
Shelley Allen – Art Teacher

Kristi Bell - English Language Learner Teacher
Nick Collar – 6th Grade Band Instructors
Magan Collar – Music Teacher
Tanya Counts - English Language Learner Teacher
Heather Harris - Speech Pathologist
Jenny Hoffmann - English Language Learner Teacher
Shannon Kanan – Resource Teacher
Craig Kemp – Physical Education Teachers
Emilie Kroboth – Resource Teacher
DeAnn McElroy – Physical Therapist
Shannon Miller – Library Media Specialist
Kaley Posey – District Psychologist
Annie Powell – Resource Teacher
Carol Ran – English Language Learner Teacher
Brandie Shelton - Speech Pathologist
Miranda Stewart - Teachers for the Deaf/Hard of Hearing
Sheteka Winston – Resource Teacher

Support Staff

Rebekah Ausbrooks - Resource Assistant
Heather Baker – Kindergarten Assistant
Grace Bockhouse – Title 1 Assistant
Christina Combs - Kindergarten Assistant
Amanda Pruitt - Title 1 Assistant
Robert Chenault – Resource Assistant
Ashleigh Folker - PASS Assistant
Jennifer Holt - School Nurse
Sarah Joiner - HI Assistant
Karen Manley- Family Resource Coordinator
Melody McCauley – Resource Assistant
Robbin Rhoton – Making Better Choices (MBC) Room Assistant
Susan Shirley – Student Technology Coordinator
Marian Soliman – Kindergarten Assistant
Nicci Weaver - Bookkeeper
Jill Williams - Kindergarten Assistant
Cathy Willoughby – Title 1 Assistant
Megan Witty - PASS Assistant
Beverly York – Receptionist/Attendance Clerk

Cafeteria Staff

Sara Howard - Manager
Jennifer Bird

Amy Dye
Ashlynn Petty
Amanda Varupa
Rose Wise
Beth Lee
Donna Lyons

Custodial Staff
Joyce Coleman
Xavier Johnson
Jason Phelps
Kelsey Russell
Robert White

SCHOOL HOURS

School begins at 8:30 A.M. The school doors open at 8:00 A.M. School dismissal for car riders and all buses begins at 3:30 P.M.

EVERY INSTRUCTIONAL MINUTE IS PRECIOUS! Children who arrive late or picked up early are counted as tardy. Parents who would like to speak to a child's teacher should do so by making an appointment with the teacher please.

Parents who transport their children are asked to bring them between 8:00-8:30 A.M. and pick them up at 3:30 P.M. Please use the "cars only" parking lot when bringing or picking up children. Prompt pick up is expected and necessary as supervising faculty is not able to provide after-school care. If after-school care is needed, please contact the Community Education Center at 842-4281.

SCHOOL BASED DECISION MAKING (SBDM)

The SBDM Council is a form of school management in which teachers, parents, and administrators collaborate for educational change and improvement. The school council is made up of two parents, three teachers, and the principal. Elections are held in the spring of each year.

Everyone is invited to attend SBDM meetings. The public may address the council during the public comment portion of the meeting and may ask to have a relevant item placed on the agenda by making a request to the principal or SBDM member at least five school days before the meeting. The monthly minutes are posted on the school website. Special called meetings may take place during the school year as needed. Dates for special called meetings will be communicated in the Natcher Notes. SBDM council meetings start at 4:00 on the 3rd Monday

of the month except for months that we are off school on that Monday and therefore will meet the following Monday. In December the council will not have a regular meeting. Please see the separate attachment to this handbook for the list of Natcher's SBDM Council Policies.

SBDM COUNCIL MEMBERS

Matt Thornhill	Admin	matt.thornhill@warren.kyschools.us
Lisa Flynn	Teacher	lisa.flynn@warren.kyschools.us
Ellen Buselmeier	Teacher	ellen.buselmeier@warren.kyschools.us
Bethany Childs (M)	Teacher	bethany.childs@warren.kyschools.us
Brooke Royalty	Parent	brooke.royalty@wku.edu
Megan Ormon	Parent	megan.ormon@wku.edu

Notification of Right to Request Teacher Qualifications

The educators in Warren County Public School are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools and our district.

Our district receives federal funds as a part of the Every Student Succeeds Act (ESSA). Under ESSA, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you the following information about whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to request this information, please contact Dee Anna Crump by phone at 270-781-5150 or by email at deeanna.crump@warren.kyschools.us. Please include your child's name, the name of the school your child attends, the names of your child's teacher(s) and an address or email address where the information may be sent. Thank you for your interest and involvement in your child's education.

PARENT TEACHER ORGANIZATION (PTO)

Natcher Elementary is pleased to have an active PTO, which not only raises funds for various projects and needs at the school, but it also provides an opportunity for fellowship with other Natcher families. The membership for the PTO is $5.00 per family per year. We urge every family to join the PTO and support the school by being an active member of the organization. All meetings start at 5:30 PM in the school library. Every Natcher family and staff member is invited and encouraged to attend these meetings. Input from all Natcher families provides us with great ideas for fun, fellowship and fundraising throughout the year! When available, childcare will be provided for those families attending the meeting. The PTO will meet on the third Monday of every month (see attached calendar for dates).

PTO OFFICERS/SCHOOL REPRESENTATIVE

Cassi Harris, President Cassi.Harris@cblegacy.email
Kristen Blakman , 1st Vice President kaygeebee3@yahoo.com
Stefani Grace, 2nd Vice President stefani.grace@warren.kyschools.us
Jared Weaver, Treasurer lorax_bgky@hotmail.com

Staff Representative:

- Kendall Swanson kendall.swanson@warren.kyschools.us
- Jennie Webb jennifer.webb@warren.kyschools.us
- Matt Thornhill matt.thornhill@warren.kyschools.us
- Karen Manley karen.manley@warren.kyschools.us

FAMILY VOLUNTEERS

Throughout the year there will be many opportunities for families to become involved with PTO functions. We have many events planned throughout the year including the Fall Festival, Natcher night at various restaurants, and many other events. For each hour of time spent on one of these PTO events, your name will be entered for a gift card drawing to be held on Field Day. Volunteers have an opportunity to meet and work with Natcher staff and families to support our school.
Did you know that when you volunteer:
☺ Family members become empowered. Families develop confidence by helping their children and other children.
☺ Schools get better. When families are involved at home and at school, that makes them full partners. The performance of children in the school tends to improve as families and schools work together.
☺ Communities grow stronger. Families feel more invested in the school system and the school system becomes more responsive to the family and the community needs.

Suggested ways you can help:
On-site

- Read to a child
- Laminating

- Filing
- Share talents, skills, and hobbies
- Build Bulletin Boards
- Become a Classroom Helper
- Assist with musicals
- Landscaping, painting
- Assist with Technology
- Assist with Picture Days
- Assist in the Library
- Sponsor an After-school club

Off-Site

- Monitor bus stops
- Attend field trips
- Cutting, stapling, etc.
- Assemble projects
- Make phone calls
- Organize classroom parties
- Help with sewing projects
- Run school errands for teachers

Frequently Asked Questions:

Q. Can I be a volunteer if I work full time?

A. Of course! There are many projects that can be done at home or on the weekends that can help our children and their teachers.

Q. I have small children at home, how can I be a volunteer?

A. You can arrange with another parent to swap kids for an hour or two so you can come to school to help, or you can pick up a packet of work so that it can be done at home and returned at the time needed.

Q. I don't like standing in front of the kids and teaching. Is that something I would have to do?

A. Leave the teaching to the teachers unless you have a talent or special area of interest that you would like to share with the students. Working with kids one-on-one or in very small groups is what is needed more than working with a large group.

Q. I would like to help, but I really don't want to be involved directly with the children. Are there other ways I can help?

A. There are so many little projects that every teacher needs to have done. Cutting, pasting, creating, copying, laminating, filing, etc. When volunteers help with these small projects, it allows the teacher more quality time with their students.

Q. How long do I have to volunteer?

A. We hope that you would spend at least 10 hours a school year volunteering in some capacity. That is only one hour, once a month. However, we would welcome and encourage more!

Q. Does volunteering on a PTO committee count as part of the Family Volunteer program?

A. It sure does! There are many PTO activities during the year that can't be carried out without family support. We would love to have as many families as possible helping carry out the activities the PTO has planned.

How can you become a family volunteer?
Our Volunteer Coordinator, Karen Manley, during the first month of school, will conduct several orientation/trainings for all volunteers. This includes the volunteer training required by the Warren County School District. This required training must be done every year. It is Warren County Board of Education policy that EVERY person that works with children in the school has a background check EVERY three years and attends a short training EVERY year.

Important Reminders for Family Volunteers:
Effective and responsible volunteers are essential to the success of the volunteer program. This requires a professional attitude and interest in education and a real desire to help students become responsible, productive citizens. It is important to know and respect school policies regarding volunteers. Please remember these friendly reminders:

- Always sign in and out in the school office, wear your volunteer tag, and keep track of your hours in our volunteer notebook. Keeping track of these hours school wide is helpful to us in documenting our family partnerships.
- Work only under the direction and supervision of a teacher or other staff member of the school staff.
- Respect the privacy of students and staff by not discussing school matters outside the school setting. Confidentiality regarding student performance and abilities is very important.
- From the time you sign in until you sign out, please make sure all of your activities are focused on helping children and teachers.
- Act as a cautious parent would act when dealing with a child. If you are having a problem with a student, consult the teacher.
- Please discuss concerns about the Volunteer Program with Susan Tabor, Volunteer Coordinator or with the principal.

If you would like to accompany your child on a school field trip, you MUST have an approved background check. Please do this early in the school year as it takes several weeks to receive confirmation. Contact Karen Manley, Family Resource Coordinator and Family Volunteer Coordinator for more information.

OTHER EASY WAYS TO HELP SUPPORT OUR SCHOOL!

GENERAL MILLS BOX TOPS FOR EDUCATION

General Mills Box Tops for Education is an easy way to earn cash for items our school needs. Our school can earn money for box top labels from General Mills' products. We have earned over $1,100 from this program! The money earned will help us purchase additional student technology.

AMAZON SMILES

AmazonSmile is a website operated by Amazon with the same products, prices, and shopping features as Amazon.com. The difference is that when you shop on AmazonSmile, the AmazonSmile Foundation will donate 0.5% of the purchase price of eligible products to the charitable organization of your choice. Every item available for purchase on www.amazon.com is also available on AmazonSmile (smile.amazon.com) at the same price. You will see eligible products marked "Eligible for AmazonSmile donation" on their product detail pages.

KROGER COMMUNITY REWARDS

Giving more back to the community! Kroger is committed to helping our communities grow and prosper. Year after year, local schools, churches and other nonprofit organizations will earn millions of dollars through Kroger Community Rewards. Kroger Community Rewards makes fund-raising easy. All you have to do is shop at Kroger and swipe your Plus Card!

GFS

The next time you shop at GFS Marketplace, fill out a card to support Natcher Elementary PTO. When you purchase certain items, the PTO receives a percentage of your purchase. This does not change the amount of your purchase and it's easy. Just fill out the card once and shop while supporting Natcher Elementary PTO! Money earned is used for student rewards/activities.

GOODSEARCH

Natcher PTO receives a penny for each Internet search using the following website. Go to www.GoodSearch.com. You will see the title "Who do you goodsearch for?" In the box below it, enter William H Natcher Elementary School PTO and click Verify. Please consider book marking/adding this search engine to your toolbar and use often to help our school. Money earned is used for student rewards/activities.

SAFE SCHOOL

Natcher Elementary follows safe school practices of locking all entrances except one and requires visitor tags and signing in at the office. Security cameras are in place, as well as, a trained crisis response team. We practice safety drills, participate in the Officer in the Schools Program, and teach the Leader in Me Social Skills Curriculum in every classroom. Students are encouraged to tell an adult when they are threatened or hear or see something that frightens them. A full time guidance counselor teaches guidance lessons in each classroom throughout the year and meets with students individually. We have a school discipline plan, which we implement swiftly, fairly, and consistently. Students are rewarded for good behavior and receive consequences for misbehavior. We try to maintain good communication with parents and work together to help children make positive choices. The most important plan for all of us to follow is open communication. Talk to your children and encourage them to talk to their teachers and principals when they have concerns. Families are encouraged to call school

personnel with questions and concerns. Working together is the best way to make our schools safe.

SAFETY DRILLS

Drills are required at regular intervals by law and are important safety precautions. A variety of drills (including fire, tornado, earthquake, building evacuation, building intruder, bus evacuation) are conducted throughout the school year at various times of the day.

SAFETY PROCEDURES FOR CAR RIDERS

Cooperation and patience is the key to keeping everyone safe, which is our main concern. We are asking those transporting their children by car to become aware of these procedures and share them with anyone else who may transport their child in their absence.

THE CAR RIDER LOOP IS DESIGNED FOR THREE LANES AS YOU ENTER THE DRIVEWAY. ALL THREE LANES WILL MERGE TO ONE, AND BEGIN TO PULL UP ALONG SIDE THE CURB. PLEASE UTILIZE ALL THREE LANES IN THE MORNING AND AFTERNOONS TO AVOID A TRAFFIC JAM ON CAVE MILL ROAD.

Dropping Off in the Morning:

- School begins promptly at 8:30. The building will open at 8:00 A.M. and supervision will start at this time. Do NOT let a child out of the car without a staff member on duty.
- When dropping off children, please pull into the car rider loop (driveway that is next to the school's mailbox) and pull all the way around next to the sidewalk.
- Please remember that 7 or 8 cars at a time may be dropped off on the sidewalk if everyone will keep moving all the way up – approximately across from the flagpoles.
- If the line is long, drivers may be asked to pull further up into the loop.
- Children should walk on the sidewalk and enter through the gym doors.
- Students unloading off the buses and those walking into the building with family members will use the front office school doors.
- Please have your child ready to leave the car when you stop. If it is necessary to locate lunch money, fill out forms, etc. please park in the parking area rather than delay the drop off process. However, an adult must walk them into the building and accompany children who are let out of cars in this parking lot area.
- It is critical that drivers DO NOT go around a parked car on the car rider loop as cars are unloading on the sidewalk. A child could step from a car at any time.

Picking Up in the Afternoon:

- Please pull into the car rider loop (driveway that is next to the school's mailbox) and pull all the way around next to the side walk – approximately next to the flag poles.

- We will have three lanes of cars until directed to merge into one by a staff member who is calling student names. Show the staff member your NAME CARD PROVIDED BY NATCHER ELEMENTARY with the students' names that are to be picked up. If you do not have this card, you will need to go to the office to have one issued to you. During this process the office staff will radio for your child to meet you in the office. While the Name Card is being issued, the office staff will be checking to make sure the person picking up the student matches a name on the emergency card.
- If you have notified the office that your child is going to be transported by another person on a particular day, then the office will provide your child with a car rider note that will be presented to the staff member on duty. This way we will have already verified that permission was given for the change in transportation.
- Please take turns following the directions of the staff member so that we do this fairly! A line of cars will be formed in the car loop along the sidewalk.
- We will have eight designated, numbered spots along this sidewalk.
- Children will be supervised in the gym while waiting for their name and number to be called.
- No car is to move from this sidewalk area along the car line until all children are loaded into their designated spots.
- It is critical that drivers DO NOT go around a parked car on the car rider loop as cars are loading on the sidewalk.
- It is also important that you not get out of your car and walk to the sidewalk. Staying in your car speeds up this line and ensures safety for all involved in the dismissal process.
- If you choose to park in the parking lot, you will need to go to the office to have the office staff radio a staff member in the gym. They will then send your child to the office. This important safety feature will help us keep all children and adults safe from getting hit by moving vehicles.
- Staff will not be responsible for buckling your child. There is a buckle zone at the front of the car rider line that parents are asked to pull forward to so that the line may continue to move smoothly.
- Any child still waiting for a parent when the car rider line empties will be taken to the office to await pickup.

Rules for Students (please discuss these with your child):

- Students will wait single file in designated lines by grade level in the gym.
- Students will be at a zero voice level until the majority of students are dismissed so that everyone can hear their name and number called to the sidewalk area.
- Students must listen carefully for their name and number to be called by the staff member on duty and move promptly to the number area requested.
- Students must cooperate and respect other students and adult staff members.
- Any student who does not behave appropriately in the car rider area will:

1. First warning – student will be reminded of the rules.

2. Second warning – teacher will take name and child will talk with principal the following morning.
3. Third warning – student will be sent to the office immediately and parent will need to park and walk in to pick up the child in the office.

WARREN COUNTY SCHOOLS' BUS RIDER RULES AND REGULATIONS FOR STUDENTS' SAFETY

- APPLIES TO EVERY STUDENT WHO RIDES A SCHOOL BUS DAILY OR ON FIELD TRIPS:
- Do not load or unload until the bus has come to a complete stop.
- When loading, move to the rear of the bus and find a seat.
- Use normal speaking voice when talking, never yell or scream.
- For your safety and that of others, never toss or throw anything at or to anyone.
- Never talk to the driver when the bus is in motion. He\She needs his\her full attention on the road
- Remain seated until the bus has come to a full stop.
- Keep arms, legs and head inside the bus—not out the window.
- Keep the bus clean, and never be a destructive passenger.
- When loading or unloading at home, be sure all cars have come to a full stop before you cross the road or street in front of the bus.
- Be considerate of others and do not annoy them.
- ALWAYS cross the road or street in FRONT of the bus.
- Do not run or push when loading or unloading.
- Don't be a litterbug. Keep your trash until a trashcan is available. (Most busses have one)
- Eating and chewing gum are not allowed on the bus.
- Children under school age and adults are not allowed to ride on the regular routes.
- WRITTEN PERMISSION is required from the parent for any student to ride a bus other than his/her regular one.
- Never play with toys or carry live animals on the bus. No glass containers or balloons can be transported on the bus.
- When you arrive at school, go directly to the designated area. If a bus is late go directly to the office and check in.

BUS DRIVER RESPONSIBILITIES

1. Complete misbehavior form:
2. Immediately notify Principal of bus misconduct.

SCHOOL BUS CONSEQUENCES

VIOLATION OF RULES ON THE SCHOOL BUS WILL RESULT IN THE LOSS OF THE PRIVILEGE OF RIDING THE BUS

- The first violation reported to the principal by the bus driver will result in a conference between the driver, principal, and child and a written report sent to the parent, which is to be signed and returned to the principal.
- A second reported misconduct will result in a written report to the parents which will provide notice that the bus riding privilege is in jeopardy.
- A third report will result in 3 days loss of riding privileges.
- A fourth report will result in 5 days loss of riding privileges and the parent must meet with the Director of Transportation prior to riding privileges being restored.
- A fifth report will result in 10 days loss of riding privileges.
- A sixth report will result in privileges revoked for the rest of the school year.

    - During the suspension from the bus, it is the responsibility of the parents
    - to transport the student to and from school. Failure of the child to
    - attend during this time will be considered an unexcused absence.
    - Students are not to be dropped off before 8:00 and must be picked up
    - by 3:45 p.m.

WARREN COUNTY BOARD OF EDUCATION STUDENT DISMISSAL POLICY

Under no circumstances shall teachers dismiss a student from school prior to the end of the day or into any person's custody without the direct prior approval and knowledge of the building principal or designee.

The principal or designee shall not excuse a student before the end of a school day without a request for the early dismissal from the student's parent or guardian or notification to the parent/guardian. In keeping with this policy, it becomes prudent that:

1.) No student be released from school early on the basis of an invalidated telephone call.
2.) Children of estranged parents can be released only upon request of the parent or guardian whom court holds directly responsible for the child. This designated responsible parent may permit release to another authorized adult by listing the name on the Emergency Card. The principal shall take additional precautions or designee as needs arise.

Procedure:

1.) Each student will have an Emergency Card on file in the office. Students will be released only to the individuals listed on the card unless otherwise approved by principal or designee.
2.) Any changes to the card should be reported in writing to the school immediately.
3.) If a student's parents are divorced or legally separated, District may request a copy of the legal document pertaining the child custody in order to verify any requested limitation of student contact with the non-custodial parent. When access or release limitations are documented through this custody order and on file, that information is noted on the Emergency Card by school staff.
4.) If a person whom the principal or designee does not recognize appears at school requesting the early dismissal of a student, the principal or designee may ask for identification such as a driver's license. (Even if the person presents appropriate

identification, the person 's name must be on file as an authorized adult before the student may be dismissed to leave.)

5.) An authorized call is one in which school personnel can call the parent/guardian at their home or place of employment and speak directly to the parent/guardian.
6.) An authorized adult is one which the parent or guardian has listed on the Emergency Card as having permission to take the student from school in a case where the parent/guardian is not available.

ATTENDANCE:

Why an Attendance Procedure?

1. It is the law.
2. We know students can boost their academic achievement with regular school attendance. When absences are necessary, parents are asked to call the attendance office on the day the student will be absent.

May my child provide the school with a note if I want the absence or tardy to be considered "excused"?

Yes. STUDENTS MUST BRING A NOTE, signed by a parent/guardian with an approved Warren County Schools absence listed on the note, upon their return to school. A valid doctor or dentist note will also excuse an absence for health or dental issues. All written absence excuses must be received within five (5) school days of a student's return to school. If notes are not received within five school days, the absence(s) will be UNEXCUSED. Upon return from an absence, students should take their note to the office. Please do not ask the attendance clerk to make exceptions to the rules. He/She is not authorized to do so.

Is there a limit to the number of notes a parent may provide to obtain "excused" absences?
Yes. A maximum of seven (7) parent/guardian notes are allowed per year. Once a student uses all their parent notes for the year, a doctor's note will need to be turned in for the absence to be excused. Otherwise, all absences and tardies after the 7 excused parent note events will be unexcused.

What does the Warren County Board of Education consider to be an excusable absence or tardy at the elementary school level?

1. Illness - Medical Excuse
2. Death or severe illness in the student's immediate family
3. Medical appointment of the student
4. Student sent home from school sick
5. Religious holidays
6. Reporting to court
7. Driver's license test or examination ($\frac{1}{2}$ day - 2 times)
8. Military leave, deployment, or training

9. Other circumstances as approved by the principal. For example:
   - Participation in school-related activities approved by the Principal or designee.
   - Trips qualifying as educational enhancement opportunities. Educational Enhancement Opportunity forms (EHO's) must be requested and approved at least 10 days in advance of the time requested.

What is Truancy?
TRUANCY, WHAT CONSTITUTES: Any student who has attained the age of six (6) years but has not reached his or her eighteenth birthday, who has been absent from school without valid excuse for three (3) days, or tardy on three (3) days, is a truant. Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his or her twenty-first birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant. Any student who has been reported as a truant two (2) or more times is an habitual truant. A tardy is defined as missing no more than 35% of the regularly scheduled school day. A tardy can occur in either the morning or afternoon.

TRUANCY PROCESS – Elementary, Middle School, High School

STEP 1—Upon the third (3) unexcused absence and/or tardy, the principal/designee will contact the parent/guardian in writing concerning the student's absences.

STEP 2—Upon the fifth (5) unexcused absence and/or tardy, the district's Delinquency Prevention Services Worker will be notified and will make contact in an attempt to avoid any court action.

STEP 3—When the sixth (6) unexcused absence and/or tardy occurs, court action may be pursued.

What is the procedure for early dismissal?
Parents/guardians wanting to pick up students during the school day should go to the office and sign the log with student name and reason for dismissal. The school is responsible for the safety of each student, therefore, parents (or any other adult picking up a student) must show identification before students can be released AND must be listed on the DISMISSAL & EMERGENCY CARD which is maintained by the school. It is the parent's/guardian's responsibility to make sure the DISMISSAL & EMERGENCY CARD information is current.

Following the steps below can save time for parents, students, and staff members:

1. If a student needs to leave for an appointment during the school day, parent/guardian must check the student out of school in the office and provide reason for early dismissal.
2. The attendance office will phone the teacher to dismiss the student upon the arrival of the parent/guardian.

3. The student is to report to the office to officially sign out.
4. Students will need to bring in any excuse notes from doctor, dentist, court, etc. within five (5) days to have the absence excused.
5. When the parent/guardian signs the student out, a written excuse will be required to excuse the absence.

May my child makeup assignments missed because of absence from school?
It is the responsibility of each student who misses school to acquire his/her missed assignments from the teachers. This should be done upon the student's return to school, even if the missed classes are not meeting that day. If the student misses two or more consecutive days, the parent may call the office or check the teacher's website for the student's homework and or assignments. Due dates will be determined by the teacher.

What should my child do if he/she becomes ill at school?
When illness occurs:
1. Your child should notify his/her teacher and ask him/her to call parent/guardian.
2. If it is determined the child will leave school due to illness, the child will be dismissed once the parent/guardian or other person listed on the DISMISSAL & EMERGENCY CARD arrives to get your child.
3. Your child must be signed out through the office.

IF A PARENT CHECKS A STUDENT OUT IS A NOTE STILL REQUIRED?
Yes

School personnel are NOT permitted to dispense any medicine (including pain relievers) without a doctor's note. Parents/guardians must register medications with the office to be dispensed to students.

PLEASE NOTE THAT YOUR CHILD'S SCHOOL WILL ATTEMPT TO MAKE DAILY CONTACT WITH A PARENT/GUARDIAN IF YOUR CHILD IS ABSENT FROM SCHOOL.

Attendance Award Guidelines:
Attendance awards are given at the end of each school year in the following categories:
- Perfect Attendance: Zero absences & three or less tardies
- Superior Attendance: Three absences & 5 or less tardies

District Attendance Policies

The progress of a student at school depends greatly on the punctuality and regularity of attendance. It is desirable that every student should be in the designated area five minutes prior to the beginning of school. Also, each student should be in each class on time. To secure such attendance, we ask your hearty cooperation. We firmly believe that attendance is a student-parent/guardian responsibility. The intent of this attendance procedure for the

Warren County Public Schools is to provide a structure within which students can gain maximum benefit from the instructional program. Regular attendance in class is necessary if students are to receive adequate guidance through their class work and benefit from the discussions. All students are expected to attend class, on time, every day that school is in session. When a student must be absent from school, it is the responsibility of the parent/guardian to call the school where the child is enrolled on the date of the absence to inform the school of the reason for the absence. The parent/guardian must send a written excuse or doctor's note with the student when he or she returns to school. If a note is not received by the school, the absence will be counted as unexcused. Up to 7 days of valid absences for which parents/guardians have sent written excuses giving valid reasons for the absence will be excused. Invalid absences will be considered unexcused. 7 parent notes will be excused for valid reasons. Parent notes submitted for invalid reasons will be considered unexcused.

CLASSROOM VISITATION POLICY

ALL GUESTS OF NATCHER ELEMENTARY SCHOOL SHOULD REPORT TO THE OFFICE BEFORE ENTERING CLASSROOM AREAS. VISITORS WILL BE GIVEN VISITOR BADGES TO WEAR WHILE IN THE SCHOOL.

Anyone wishing to visit during the school day will be asked to provide a picture I.D. if the office staff does not recognize the visitor as someone listed on the emergency card. If the visitor is not on the emergency card, the student's parent will be phoned to request permission.

Natcher Elementary is a welcoming school as we try to create an atmosphere where students want to come to school to learn and families like to come to school to visit and volunteer. Our faculty and staff treat all children, as they would want their own children to be treated. Children love to have their families join them for lunch and that is a great way to see how your child's day is going.

Family members are welcome to visit classrooms but we ask that visits be scheduled in advance. Every instructional minute is important. We strive to provide a learning environment that is free from interruptions and distractions so that an academic focus can be maintained. Drop-in visits tend to disrupt the flow of learning. If it is necessary for a parent to bring an item or deliver a message during school hours, he/she should come to the office. This service can be done through the office staff to prevent classroom interruption.

If you have questions or concerns about your child's progress, please schedule a conference with your child's teacher. We will be happy to arrange a time that is convenient for you and the teacher. It is not appropriate for teachers to discuss student progress when other children are present, in the hallway, in the car rider line, or in the grocery store.

We ask that everyone please be considerate of all the students in the classroom and not ask the teacher to stop teaching or monitoring his/her class to have a discussion with a family member. This also includes phone calls made to the classroom during the instructional day. If calls are made, you will receive the teacher's voice mail. Please leave a message and all staff members will return the phone call in a timely manner.

Guided tours are always available for anyone interested in visiting our school. These are scheduled with our Family Resource Coordinator by calling the office and scheduling an appointment.

NATCHER ELEMENTARY SCHOOL DISCIPLINE PLAN

PHILOSOPHY:
Natcher Elementary staff believes that a school-wide discipline plan that teaches students how to make good choices, accept consequences, and become responsible for their actions is essential to the attainment of school unity, pride, and student achievement. We further believe that a discipline plan must contain clear, firm, high expectations, consistent rules, appropriate interventions, consequences that relate to the misbehavior, and the acknowledgement and reward of positive behavior.
GOALS:

- To provide a safe school climate where students are encouraged to achieve excellence in all areas.
- To implement a consistent discipline plan which requires students to take ownership for their behavior and results in positive change.
- To enable students to develop and utilize skills necessary for problem solving, exercising self-control, and enhancing self worth.
- To acknowledge and reward positive student behavior.

INTRODUCTION:
The following plan contains rewards, defined roles, and responsibilities for students, parents, teachers, counselors, and administrators and clearly stated expectations, interventions, and consequences. There are four "Guidelines for Success" which apply to all areas of our school for all students, staff, and visitors.

The 4 Guidelines for Success are:

- Be Respectful
- Be Responsible
- Be a Team Player
- Be Willing to Learn

It is understood that in order for this or any plan to be successful, there must be cooperation between and among the students, families, and school and consistent application of the provisions of the plan.

REWARDS

Acknowledgement and rewarding of positive behavior is critical in helping students to develop and maintain appropriate school behavior. Classroom rewards for good behavior routinely include such things as stickers, small prizes, free time, praise, and encouragement given verbally and in writing. In addition, our school will implement the use of "House Points."

POSITIVE HOUSE POINTS REWARD PROCEDURES

Goal for Positive HOUSE POINTS Procedures:

- Students will follow Guidelines for Success in order to earn HOUSE POINTS slips to build team spirit and motivate positive behavior.

Teachers/Adults:

1. Teach and practice Guidelines for Success to class.
2. Brainstorm with class a list of realistic rewards.
3. Set a realistic class goal for number of points to earn reward.
4. Vote on one reward from suggested reward list for the set goal.
5. As points are earned, post points on classroom scoreboard.
6. Class or individual points earned count as one point toward class goal.
7. When goal is reached, teacher will plan reward time within a week of earning the reward for no longer than 30 minutes.
8. Tell Principal when goal is reached so it can be announced at morning meeting.
9. These rewards are earned and cannot be taken away as a punishment.
10. Celebrate with reward and then begin again.

Suggested Rewards:

- Lunch on the patio w/treat
- Popcorn party
- Class lunch w/Principal, ECC, or Guidance Counselor
- Class lunch in the classroom
- PJ party
- Hat day
- Take shoes off for the day
- Bring a stuffed animal to school
- Twin day
- Crazy hair day
- Student generated reward ideas that are reasonable and possible

Teachers will offer their students guidance on choosing a class reward so that the reward chosen would encourage team building, whenever possible.

STUDENT DISCIPLINE PLAN- ROLES AND RESPONSIBILITIES

Student Roles and Responsibilities:

1. Follow "Guidelines for Success"
   - Be Respectful
   - Be Responsible
   - Be a Team Player
   - Be Willing to Learn
2. Practice using the 7 habits for Successful Students.
3. Display appropriate conduct at all times.

Which includes no "public displays of affection" between students (i.e. holding hands, kissing, etc.)

4. Maintain good attendance.
5. Be prepared for all class work.

Natcher Elementary School is committed to a safe and civil educational environment for all students, employees, volunteer and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, verbal or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Family Roles and Responsibilities

1. Instill in their child a sense of responsibility and respect for students, faculty, staff, and school property.
2. Aid their child in understanding and following the disciplinary procedures of the school.
3. See that their child attends school regularly, punctually and is prepared.
4. Act as a model in establishing positive attitudes toward the school and school personnel.
5. Instill in their child a personal need for an education.
6. Respond appropriately and constructively to programs and discipline reports of their child.
7. Take an active role in the school and the child's education.

Teacher/Supporting Staff Roles and Responsibilities

1. Teach and practice the school-wide procedures so that students understand the expectations for proper behavior.
2. Proactively monitor classroom and other school-wide areas so that whenever possible, students are redirected before problems arise.
3. Administer disciplinary measures contained in the plan in order to maintain a positive learning climate.
4. Act as a positive role model in terms of dress, actions, and behavior.
5. Communicate to parents specific discipline problems.
6. Handle classroom disruptions consistently, fairly, firmly, and quickly.
7. Help to create and maintain a positive school climate, which promotes respect for the rights of all participants in the schooling process.

Counselor's Roles and Responsibilities

1. Communicate to school personnel and families information concerning agencies and resources that would assist with changing inappropriate behavior of students.
2. Provide individual and group counseling as needed to help students resolve conflicts and modify behavior.
3. Instruct students on proper ways of behavior and socialization skills during whole class guidance classes.
4. Assist classroom teachers with family conferences.
5. Act as a positive role model in terms of dress, actions, and behavior.
6. Help to create and maintain a positive school climate, which promotes respect for the rights of all participants in the schooling process.

Principals' Roles and Responsibilities

1. Serve as a support for teachers and staff members, which allow them to administer appropriate discipline measures to ensure a positive learning environment.
2. Act as a positive role model in terms of dress, actions, and behavior.
3. Help to create and maintain a positive school climate, which promotes respect for the rights of all participants in the schooling process.
4. Administer discipline measures (along with the teachers) fairly in accordance with the established discipline plan.
5. Communicate the school discipline plan to the school community by publication in student handbook.

INTERVENTIONS

A variety of interventions will be used when students display misbehavior. Teachers, staff, and the principal will select interventions that are appropriate for the misbehavior. These interventions may include:

Re-teaching (Practicing) Correct Behavior
Refocus Forms
Time Out
Change Seating
Warning/Redirection
Referral to Guidance Counselor
Increased Positive Interactions
Family Contact (phone, note, etc.)

Time Owed
Restitution
Behavior Improvement Plan
Self-monitoring plan
After School Detention
Child Calling Parent
School Community Service
Classroom meeting
Student/Teacher Conference
Family Conference
Problem Solving Form
Apology Letter/Statement
Reimbursement of property
Loss of Privileges/ Activity (e.g. restricted recess, computer time etc.)
Loss of Peer Interaction (not sitting with friends at lunch, etc.)
Making Better Choices (MBC) Room Placement
Referral to Check and Connect Program

MAKING BETTER CHOICES (MBC) IN-DOOR SUSPENSION ROOM

MBC offers an additional procedure and intervention method. A wide variety of consequences are used that are logical in nature, allowing students to learn from their misbehavior and lose a minimum of important instructional time. The principals' decision to use the MBC Room will occur following the analysis of the "Office Referral" form completed by the referring staff member. Behaviors warranting MBC intervention are repeated misbehaviors and severe infractions. The MBC Room may also be used as a time-out period for students who just need a quiet place to regroup. The amount of time spent in the MBC Room will be assigned based on the misconduct. Some students just need a time-out for one class period or recess time. Other more severe or repeated infractions will require more time such as 1/2 to 1 day. The number of times that a student is referred to the MBC Room will not necessarily affect the length of time required to stay in the MBC Room.

Student Responsibilities:

1. When a student is placed in the MBC Room the following behaviors are required:
   - Completion of a behavior improvement lesson with the MBC staff or principal
   - Completion of assigned work
   - No talking or interaction with other students
   - Following all directions of the MBC staff
2. Lunch will be eaten in the MBC Room (if during the lunch hour)
3. There will be no recess during MBC placement.
4. The MBC staff will supervise restroom breaks.

Principal's Responsibilities:

1. Analyze the office referral report sent by the referring staff member and make a decision about MBC placement based upon:
   - Staff member's statements in the office referral
   - Past misconduct of the student
   - Student age and grade level

- Student's behavior, verbal comments, body language, etc. during principal/student conference
- Other information provided by parents, social services, and outside agencies (if applicable)

2. Consider interventions and consequences contained in this Discipline Plan and District Student Handbook.
3. Conference with the MBC staff when placement is recommended
4. Notify parent of MBC placement through written and/or phone call
5. Periodically monitor MBC Room and check student conduct.
6. Conference with student when placement is ended if appropriate.
7. Monitor all records of MBC Room referrals and placements.

Teacher Responsibilities:

1. Teachers are to post classroom rules so that children know and understand what is expected. Teach and practice all rules and "Guidelines for Success" to students.
2. Teachers will inform the student of the rule/guideline for success that has been violated and the possible consequences.
3. Teachers complete the office referral for any incident for which the student is sent to the office for disciplinary reasons. (This report is kept on file by the principal for purposes of data collection, conferences with parents, and review with students).
4. Teachers will send the office referral report to the MBC Room and MBC staff will make the principal aware of the referral.
5. Teachers will be notified of the action taken by the principal.
6. If the student has been assigned to the MBC Room, the regular classroom teacher will prepare work for the student as soon as possible. (It is not necessary to interrupt the instructional lesson to prepare this, as the MBC staff will work on Behavior Improvement Lessons first.)

MBC Staff Responsibilities:

1. Conference with the principal regarding MBC placement.
2. Complete MBC parent notification forms and file referrals.
3. Work with student on Behavior Improvement Lessons.
4. Supervise, assist, and monitor student assigned class work, checking work for completion and randomly checking for accuracy.
5. Assure supervision of students at all times including to/from cafeteria, restroom, etc.
6. In the event the principal is unable to attend to the behavior problem, the principal's surrogate will intervene with the student using the MBC Procedures until the principal is available.

Guidance Counselor Responsibilities:

The Guidance Counselor will be requested to assist with the following activities in an effort to teach appropriate social skills to students who have behavior problems warranting MBC Room placement.

1. Counsel with students following the MBC experience (if needed).
2. Provide monitoring and feedback for students with behavior problems, when appropriate.
3. Schedule counseling with students who have had frequent behavior problems.
4. Refer to outside agencies, if warranted.

BEHAVIOR IMPROVEMENT LESSONS

In keeping with our goal of enabling students to develop and utilize skills necessary for problem-solving, exercising self-control, and enhancing self-worth, students assigned MBC placement or out-of-school suspension will be expected to complete Behavior Improvement Lessons appropriate to the misconduct. Lesson materials will be provided to the student and completed with the MBC staff.

CHECK AND CONNECT INTERVENTION PROGRAM

Check and Connect is a program for targeted at-risk behavior and academic problems using a proactive approach that offers a support system for qualifying students. Teachers refer students to this program based on a set of criteria. Students in this program receive an individualized behavior plan with a daily monitoring system by the Check and Connect mentor. The Check and Connect mentor, teacher, and student create goals for the behavior plan each week. The point/goal sheet is shown to each teacher after every class period. The teacher will assign points earned. The MBC mentor and student will add up the points at the end of the day and discuss progress. Rewards will be earned daily and weekly. The goal of this program is to help targeted students to become more successful in school. Parents are notified and consulted before students are placed in the Check and Connect Program.

Student Responsibilities:

1. Students should report each morning and afternoon to the Check and Connect Room each day.
2. Check and Connect students may not disrupt the regular class when returning to the classroom in the mornings.
3. It is the students' responsibility to show the teacher the "clipboard" point/goal sheet after every class period.
4. Check and Connect students are responsible for all the Natcher rules and procedures. These students may still earn an Office Referral for any inappropriate behavior just as any other student would receive.
5. If earned, Check and Connect rewards on Fridays may not be taken to the regular classroom. Students, who misuse the Friday reward, will lose the privilege the following week.
6. Check and Connect students should come to the Check and Connect mentor's room for their reward already packed and ready to go home. The Check and Connect mentor

will dismiss them after the reward. If they do not earn their reward, then they return to their classroom and will be dismissed with their regular class.

ACADEMIC DEFICIENCY

Through the use of an office referral an Academic Deficiency will be reported for students that are chronically unprepared for class or are at risk of failing a class. The teacher will issue the referral when the student is in danger of academic failure. The principals will work closely with the student, teacher and family to create a plan for improvement. The MBC room may be utilized if necessary. The classroom teacher will help the student become more successful by using classroom interventions and modifications.

If the student does not become more productive in the classroom, the teacher or administration will notify the family that this level of academic performance is not acceptable. A family conference may be held and a plan for intervention will be created. At that time, a student may also be assigned an after school detention. If all preventive measures fail, the student will receive a failing grade.

Natcher Elementary encourages all students to set high academic standards and to be invested in their own learning. This requires students to develop and refine such habits as Be Proactive, Begin with the End in Mind, and Put First Things First. Teachers may, at their discretion, provide opportunities throughout the year for students to improve poor scores. However, Natcher Elementary supports the professional opinion of the teacher to make decisions in the best interest of each student regarding the implementation of this practice.

AFTER SCHOOL DETENTION

When a student has been assigned after school detention, the parent will be notified immediately. All after school detentions will be held 3:30-4:30 p.m. and monitored by the MBC Room staff. Parents will be given at least one-day notice. The parents will provide transportation home for the student. While in detention, the student is expected to complete any assigned work and follow all MBC Room procedures and rules.

Guidelines for Success Worksheet

Be Respectful

_____ Raise your hand to talk and wait to be called on

_____ Follow directions the first time they are given

_____ Remain silent while someone else is talking

_____ Show respect to all adults and peers

_____ Respect school property

_____ Use appropriate language

_____ Other: _____

Be Responsible

_____ Be prepared for class at the beginning of class (books, assignments, pencil, paper, etc.)

_____ Return required papers signed

_____ Keep desk area and locker clean

_____ Use good manners

_____ Be honest

_____ Other: _____

Be a Team Player

_____ Keep hand and objects to yourself

_____ Keep negative comments to yourself

_____ Use appropriate voice level

_____ Other: _____

Be Willing to Learn

_____ Have assignments completed on time

_____ Use class time wisely

_____ Pay attention during instruction

_____ Other: _____

SCHOOL-WIDE COMMON AREA PROCEDURES

All procedures will be taught at the beginning of the year and practiced several times throughout the year to ensure consistency, efficient use of instructional time, and safety.

SCHOOL-WIDE VOICE LEVELS

0 SILENCE

1 TALK SOFTLY

HALLWAY PROCEDURES

Goal for Hallway Procedures

Students will walk to and from classes in a quiet and orderly manner.

Students:

1. Students stand or walk on the second tile marked with paw prints on the right side of the hallway.
2. Each student should face forward.
3. Hands should be to the side. Items should be carried with both hands in front of you.
4. Level 0 (Silence) in hallway.
5. Walk in the hall.
6. Backpacks should be worn on backs. Backpacks on wheels are pulled at the students' sides.

Teachers/Adults:

1. Teachers will position themselves to most efficiently supervise students as they move through the halls.
2. Teachers are to use soft voices for professional conversations while in the hallways so that other classes are not disturbed.
3. Teachers should instruct student leader to stop at all designated door facings or intersections to allow students to catch up before moving.

CAFETERIA PROCEDURES

Goal for Cafeteria Procedures

The cafeteria will be a clean, safe, and enjoyable place to eat.

Breakfast:

1. Students will come in quietly and take their backpack to the assigned area.
2. Students should then proceed quietly to the breakfast line.
3. Each student will get milk or juice, utensils, napkins, and tray and proceed through the line at level 0 (Silence) in the serving area.
4. Students will use best manners with cafeteria staff while going through the line.
5. Students will pay for breakfast and then walk to designated table/seat.
6. Students will remain seated and raise hand for assistance.
7. Students will observe personal space at all times, keeping hands, feet, and other objects to themselves.
8. Students will use a voice level 1 (talk softly).
9. If students do not use a voice level 1, a warning will be given. If students do not listen to the warning, level 0 (Silence) may be enforced.
10. Students that deliberately throw trash on the floor will be asked to pick it up.
11. When the monitors dismiss students, students will pick up trash and dump their tray.
12. Students will then go promptly to the gym to meet their class for morning meeting.

***If morning meeting has already begun, students will stay in the cafeteria and join their class after morning meeting has been dismissed.

Lunch:

1. Students will come in quietly in a line and go to assigned door.

2. Each student will get milk, utensils, napkins, and tray and proceed through the lunch line at level 0 (Silence) in the serving area.
3. Students will use best manners with cafeteria staff while going through the line.
4. Students will pay for lunch and then walk to designated table/seat.
5. Students will remain seated and raise hand for assistance.
6. Students will observe personal space at all times, keeping hands, feet, and other objects to themselves.
7. Students will use a voice level 1 (talk softly).
8. If students do not use a voice level 1, a warning will be given. If students do not listen to the warning, level 0 (Silence) may be enforced.
9. Students that deliberately throw trash on the floor will be asked to pick it up.
10. When the lunchroom monitors dismiss students, students will pick up trash and dump lunch tray.
11. Then students will stand in a single file line and wait at designated door for their teacher at a voice level 1 (talk softly) behind the red tape.

Teachers/Adults:

1. Teachers will walk students to cafeteria and dismiss them to designated lunch line door.
2. At the end of assigned lunch period, teachers will pick up students.

MORNING MEETING

Goal for Morning Meeting Procedures

The gym will be a safe, welcoming meeting place to start our day

Students:

1. Students will come in quietly and go to cafeteria for breakfast or go to assigned class line in the gym.
2. Students proceeding to their class line will go to the end of the line and sit.
3. Students will place all backpacks and belongings in front of themselves.
4. Students will sit "crisscross applesauce."
5. Students will keep hands and feet to self.
6. Students will use a voice level 1 (talk softly). If students get too loud a warning will be given followed by voice level 0 (silence).
7. Students will remain in seats until directed by faculty to line up for dismissal to their classroom.

Teachers/Adults

1. Teachers will help direct students to correct seating placement.
2. Teachers will monitor student's behavior.

BATHROOM PROCEDURES

Goal for Bathroom Procedures

Students will use time wisely to take care of personal needs.

Students:

1. No more than 5 students will be in the bathroom at a time.

2. Remaining students will wait at a voice level 0 (Silence) in hall.
3. Students will use restroom.
4. Each student will flush.
5. Students will wash hands with soap and warm water.
6. Students will dry hands, keeping water to themselves.
7. After making use of the restroom, students will return to hall and wait with teacher.
8. Students will remain at a voice Level 0 (silence) in bathroom.

Teachers/Adults:

1. Teachers will position themselves to most efficiently supervise students in the hall and bathrooms.

Playground Procedures

Goal for Playground Procedures

The playground will be a safe enjoyable time for students to get exercise.

Students:

1. Students are to remain visible to the teachers at all times. No students are to hang out at the intermediate wing doors, or the area between the primary doors and the gate to the playground.
2. If a student is hurt, that student needs to go tell the supervising adult, not send friends unless the child is not able to walk.
3. If students are involved in a conflict, students should use an "I" message before running to an adult (second step).

Equipment:

Slide

1. Students will wait at the bottom of the ladder for their turn.
2. Once the student goes down the slide, then the next student may climb up.

Swings

1. One person on a swing at a time
2. Sit on your bottom
3. Swing forward and backward only (not side to side and no twisting)
4. Do not push others who are swinging
5. Do not jump off

Zip Slide

1. The line should be on ONE side (so there is an "enter" side and an "exit" side).
2. When it is your turn, slide across to the other side (by own power), which should be empty and carefully slide the handle/zipper back to the other side before walking around to the end of the "enter" side.
3. If the handle/zipper ends up in the middle, the last person who slid across should slide it to the person who is waiting to go across.

4. No pushing (or pulling) others as they go across.
5. Do not slam the zipper to the other side (fingers can get mashed).
6. Do not walk under the zip slide.

Basketball Court

1. There will be no more than 14 students playing at a time. If more than 14 wish to play, take turns after 10 minutes of play.
2. Play fair, working together, and pick teams that include all.
3. Follow basketball rules: fouls, no slapping, tripping, hitting, etc.
4. If the ball gets tied up between two players, the teams will take turns taking the ball out.

Soccer Field

1. Play fair, working together, and pick teams that include all.
2. Follow soccer rules: no hands, no tripping, no hitting, etc.
3. If bullying, fighting, unfair play occur, the soccer field will be off limits for a period of time determined by the teacher. (This rule can be applied to all playground areas)

Teacher/Adults:

1. Teachers will position themselves to most efficiently and actively supervise students, periodically walking around as students play in all areas.
2. Teachers will reteach playground procedures often to ensure consistent, safe play.
3. Teachers will remain true to the schedule, unless earned PAWS reward.
4. Teachers will take a radio to the playground area in order that contact may be made with the office staff. The last class in will return the radio to the correct room.

Bully Prevention Plan

UNACCEPTABLE BY ANY NAME

	Bullying	**Peer Cruelty**	**Harassment**	**Sexual Harassment**
Definition	A student is being bullied or victimized when one or more other students expose him or her repeatedly over time to negative actions. Bullying usually includes threat or intimidation as a	Peer Cruelty is when students are mean to other students. Students may be equals in terms of peer relationships. Peer cruelty may be a single severe event or episodic. Bullying	To annoy or torment repeatedly and persistently. To wear out: exhaust. To impede by repeated attacks or raids.	Any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment differs from flirting. Flirting may elicit feelings

	result of an imbalance of power between individuals.	may be a form of peer cruelty, but not all peer cruelty is bullying.		that are positive, complimentary, flattering, wanted and reciprocated.
Behaviors	Bullies may be physically stronger than classmates or may perceive personal power. They may have a need to dominate or subdue others. May be generally oppositional, aggressive, tough, hardened, show little empathy and hot tempered.	Peer cruelty may include teasing, name-calling, ridicule, hitting, laughing at, making fun of, or exclusion. Students may be picked on, shoved, pushed, alone at recess and not included in peer related activities.	Harassment refers to a wide spectrum of offensive behavior. Refers to behavior intended to disturb or upset or threaten. Types of harassment include bullying, psychological, racial, religious, sexual, stalking, mobbing or hazing.	Spreading rumors or pictures of sexually explicit behavior, sexual name calling, touching, grabbing, dirty jokes, body comments, pictures, threats, demands, insults, staring, graffiti, explicit language, nagging and bra-snapping.
Effects	Victims have difficulty defending themselves and may suffer bruises, injuries, cuts, scratches, torn or disordered clothing. They may be excluded from a peer group, have few friends and be anxious, insecure, unhappy, distressed or tearful.	Peer cruelty contributes to students feeling worthless, unhappy, depressed or angry. Students feel that something is wrong with them and they may begin to have feelings of hopelessness. Students may be absent a lot or ask to go to the sick room often.	Effects on the victim vary according to level of severity and type of harassment. Legal action may be taken as victims can suffer severe physical, emotional and mental consequences from harassment.	Victims of sexual harassment may experience shame, fear, humiliation, self-doubt, embarrassment, guilt, anger, pain, stress, withdrawal, isolation, confusion, hopelessness, powerlessness, and feelings of being dirty and degraded.
What Can We Do?	Establish effective	Empower students to	Some types of harassment may	Educate students about sexual

	intervention programs; provide support and protection for the victims. Communicate clear and consistent enforced behavior standards, closely supervise students, deal with misbehavior, and notify parents.	stand up for others, keep open communication with students. Listen and believe students when they report unkind acts or words.	be criminal in nature so proper authorities must be notified. Every effort must be made to stop the harassment. Document, monitor and notify proper authorities. Protect victims, consequences for perpetrators.	harassment and set forth clear expectations and consequences. Take sexual harassment seriously. Make every effort to stop the harassment. Take action, investigate, document. Notify proper authorities.

Bullying Prevention Plan

William H. Natcher Elementary School is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act. "Intentional acts" refers to the individual's choice to engage in the act.

- Physically harms a student or damages the student's property.
- Has the effect of interfering with a student's education (for example: unable to concentrate/complete work, refusal to come to school, failure to succeed, etc.).
- Is persistent, creating an intimidating or threatening educational environment.
- Has the effect of disrupting the orderly operation of the school (lining up, restroom breaks, cafeteria, transitions, etc.)
- Damages the student's self-esteem.

Harassment, intimidation or bullying can take many forms such as: Emotional and Physical Bullying which include: slurs, rumors, jokes, innuendo's, demeaning comments, gossiping, drawing cartoons, pranks, gestures, physical attacks and threats, or other written, oral or physical actions. Cyberbullying, which consist of bullying through: e-mails, text messages, instant messaging, or through other forms of technology. Relational Bullying, which is, defined as students trying to control each other's relationships

Bullying differs from peer quarreling and cruelty in that there is an imbalance in power, either real or perceived. Victims of bully behavior have difficulty defending themselves and are somewhat helpless against the bully. Many behaviors that do not rise to the level of harassment, intimidation, or bullying are still prohibited by other building and classroom rules.

Complaint Process:

- Anyone may report harassment, intimidation, or bullying. The teacher/staff member will establish a system for receiving anonymous complaints (for example: a box by the desk or the student may request to go talk with the counselor).
- Reports may be made to any staff member including but not limited to the administration, teacher, counselor, instructional assistant, custodian, secretaries, etc.
- Complainant(s) should not be promised confidentiality at the beginning of an investigation. Efforts will be made to increase the confidence and trust of the person making the complaint.
- Student complainants may have a parent or trusted adult with them, if requested, during any investigatory activities.
- The following process shall be followed:

1. The teacher will listen to the student's complaint with specific acts or circumstances that have occurred resulting in harassment, intimidation or bullying.
2. The teacher will investigate all complaints of harassment, intimidation or bullying, and other information. If a further investigation is required, the teacher will complete the complaint form using the student's information and inform the administration of their findings.
3. The administration will investigate further to resolve the situation following the remedies listed below. If the situation is not resolved to the complainant's satisfaction, the complainant will be referred to the Central Office.
4. Corrective measures will be implemented as quickly as possible.

Remedies may include:

- The student(s) will be encouraged to tell the person responsible that their actions are unwelcome and inappropriate either in writing or face-to-face if it is a case of peer quarreling or cruelty.
- A statement from a teacher/staff member to the perpetrator that the conduct is not appropriate and may lead to an office referral.
- A general public statement from the administration reviewing harassment, intimidation and bullying policy without identifying the student, parent, or guardian.
- Restoring a positive climate within the classroom and support for the victim.
- Educating students, faculty/staff, and parents on ways to stay bully free. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying.
- Educational programs – "Second Step," "PATHS" (Promoting Alternative Thinking Strategies), and "Steps to Respect" (research-based) will be used to teach students about bullying.
- Guest speakers. For example: "Kids on the Block," and "Hope Harbor."
- Both students (complainant and perpetrator) involved in the bullying, harassment, or intimidation will be encouraged to talk with the guidance counselor.
- The guidance counselor may wish to begin sessions.
- The perpetrator will receive an office referral and consequences appropriate for the offense will be enforced if allegations are true (for example: MBC room, loss of privileges, recess, seating arrangements, parent contacted, etc.)
- In severe cases that go beyond school, law enforcement may be contacted.
- False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

STUDENT INFORMATION

PARTY INVITATIONS

In order to eliminate hurt feelings, students are not allowed to bring party invitations unless the student plans to distribute to entire class or all members of same gender (for example: all boys or all girls). Office staff will not be permitted to give out other student's addresses and phone numbers unless the parent signed the waiver at the beginning of the school year.

CELEBRATIONS

We appreciate wanting to celebrate special occasions with your child. Birthday cupcakes or cookies may be sent to school to share during recess or snack time. Please alert the teacher prior to bringing this special treat. We do request that no balloons, flowers, stuffed animals, etc. be delivered to school. We appreciate your understanding in this matter, as we do not want to distract students from learning.

PLAY THINGS

Students should leave toys, sports equipment, video games, and other recreational items at home. In the event that items are needed or allowed for a special event, teachers will specifically request that they be brought to school. The school is NOT responsible for lost items. If students do bring them without permission, the items will be confiscated and locked up in the classroom until a family member comes to pick them up from school. It is the responsibility of the student to notify the parent.

CELL PHONES / SMART WATCHES

Cell phones are NOT allowed to be used at school at any time. We realize some students do travel with a cell phone for safety purposes. If this is the case, the phone should remain turned off and in the backpack at all times. The school is NOT responsible for lost cell phones. If students do turn them on or take them out of a backpack without permission, the phone will be collected and locked up until a family member comes to pick it up from school. It is the responsibility of the student to notify the parent that their phone has been locked in the office.

Per House Bill 208, cell phones, smart watches, gaming devices and any non-essential electronics must remain powered off and out of sight during school hours. Smart watches are now considered the same as cell phones under this law and must also be turned off and stored in backpacks during school hours. Violation of this rule will result in disciplinary action.

GUM CHEWING

Gum chewing is not allowed in or outside of the school building or on the school bus. A party or special reward is the only exception to this rule. This privilege will depend on sensible use and proper disposal of gum.

TELEPHONE
No child or teacher will be called to the telephone except in case of an emergency, but messages will be given. We do not want to deny children the use of the telephone if it is an emergency. Forgetting school supplies or wanting to spend the afternoon with a friend is not an emergency. These arrangements should be made at home the day before, not at school.

BACKPACKS
Student backpacks need to be a size to fit into student lockers when not in use. The interior space of each locker is approximately 10 inches square. Backpacks with wheels are allowed as long as they fit inside the locker.

TRANSFERRING
If it should become necessary to transfer from Natcher Elementary during the school year, please notify the teacher and office staff two weeks in advance so that the transfer may be efficiently accomplished. Library books and textbooks need to be returned before leaving. All lunch charges must be paid.

LOST BOOKS
Students who lose library books, textbooks, or agendas are expected to pay for the lost book. The cost will be the replacement cost of the book. Money will be returned if the book is found later.

FAST FOOD AND SODA
Soda/soft drinks and fast food items are not allowed in the cafeteria or on the patio during the lunch hours – even if brought from home.

STUDENTS 09.428
Code of Student Rights and Responsibilities for Secondary Schools
STUDENTS HAVE THE RIGHT TO:

1. A system of public education, within the resources available to the district, which meets the needs of the individual student.
2. Receive upon enrollment a written copy of regulations and policies which pertain to their public school experiences.
3. Physical safety and protection of their personal property.
4. Consultation with teachers, counselors, administrators, and other school personnel.
5. Free student elections which comply with Board of Education and individual school policy.
6. Candidacy for and to hold office in approved student organizations within the school or within state or national student organizations.
7. Examination of their own personal school records (if l8 or over) or examination of their records by their parents or guardians or other authorized representatives. Students under the age of eighteen (18) are required to obtain parent approval for such examination.

8. Involvement in school activities without being subject to any form of discrimination (e.g. race, creed, or religion).
9. Respect from other students and school personnel.
10. Presentation of complaints and grievances to proper school authorities and receipt of replies from school officials regarding such matters.

STUDENTS HAVE THE RESPONSIBILITY TO:

1. Complete homework, classwork, and missed work which results from excused absences in accordance with the instructions of the teachers.
2. Display consideration for the rights and property of others.
3. Dress in a manner that is not disruptive to the educational process or orderly operation of the school and maintain proper hygiene.
4. Be in attendance at all regularly scheduled classes.
5. Display appropriate conduct at all times.
6. Abstain from gambling, extortion, theft or any other unlawful activity.
7. Abstain from the possession, transmission, and/or use of an alcoholic beverage or controlled substance or any other substance that resembles or simulates a controlled substance.
8. Maintain appropriate personal hygiene at all times.
9. Practice self control at all times.
10. Obey school rules, regulations, and policies.
11. Care for and appropriately use school equipment and facilities.
12. Practice proper safety procedures while on school grounds or property.
13. Take advantage of the opportunities to develop educational skills.
14. Abstain from the possession, transmission and/or use of weapons, dangerous instruments, fireworks, or other incendiary devices.
15. Abstain from physical or verbal intimidation, threat, or harm of any student or school employee.
16. Abstain from the hindrance or the denial of use of school facilities to others.
17. Abstain from acts of truancy such as being absent without permission from school and/or class.
18. Abstain from acts of defiance of school authority.
19. Abstain from the possession or use of tobacco products.
20. Abstain from cheating in all academic and/or athletic activities.
21. Abstain from habitual tardiness.
22. Abstain from disruptive classroom behavior.
23. Abstain from engaging in criminal violations.

REFERENCES:

- KRS 158.148
- KRS 160.295
- 704 KAR 007:050

RELATED POLICIES:

- Section 09

- 09.16
- 09.438

Adopted/Amended: 03/11/1991
Order #: 190

SERVICES

INSURANCE

Accident insurance will be made available to all parents for purchase at the beginning of the school year. Students are encouraged to take the information home to their parents.

HEALTH SERVICES

A school nurse and health aides are shared with several other county schools. If an emergency arises at a time when the nurse is not in the school, other trained personnel will be on the site. The nurse is always on call for the school and can be reached. Students who become ill at school should report to the school office. If the illness or injury is of such nature that the student should go home, the parent will be notified. Students running a temperature will be sent home. Students should not return to school until they are without a fever for 24 hours. Any medication, which a child is to take, must be brought to the office by the parent or guardian in the original container. Students may not transport medicine to or from school. A parent or guardian will have to pick the medicine up.

FOOD SERVICE

We have a computerized system in the cafeteria. Students are each assigned an account number. When you send money for your child's lunches, it is added to their account. Each time they buy breakfast, lunch, or a snack, it is subtracted from their account. Please discuss the amount of money you want your children to spend out of their account for snacks so they will not run out of breakfast or lunch money. Breakfast begins serving at 8:00 a.m. each day. If your child is a car rider and wishes to eat a school breakfast, he/she must be at school no later than 8:10 a.m. in order to have sufficient time to eat. In case of a late bus arrival, those students are given more time to finish their breakfast.

FIELD TRIPS

Most classes take trips off the campus for educational purposes periodically. Teachers and other authorized personnel always accompany students on these tours to provide supervision. Transportation is provided by school bus. The written permission of parents is required in order for students to participate in these field trips. If a student does not have written parental consent to participate in the field trip, he or she will remain at school. Parents, as chaperones, must have a background check.

STUDENT ACTIVITIES

The school and its staff sponsor a variety of activities. A partial list of clubs and activities are: 5th/6th grade chorus, 6th grade band, Student Lighthouse Team, 4th/5th grade Academic Team, 6th grade Academic Team, Student Technology Leadership Program (STLP), Drama Club (2-6th), Strings Program (grades 5th-6th), Running Club, Jumpin' Jaguars Jump Rope Team, and Archery Club. When students remain after school for a club or activity, parents are requested to pick them up at the designated time for the activity to end. Parents are encouraged to read the Natcher Notes and all other correspondence for notification of when and how to register for these activities.

BEFORE AND AFTER SCHOOL CARE PROGRAMS

Before school and after school programs are provided in cooperation with Community Education. Parents may enroll their children in these programs by contacting the Community Education Office at (270)842-4281. These programs operate from 6:45-8:00 a.m. and 3:30 – 6:00 p.m. each school day. Snacks, activities, and study times are provided. When school is closed due to holidays or snow days, there is NO Before or After School programs held at our school.

NATCHER ELEMENTARY FAMILY RESOURCE CENTER

A child's success in school will promote lifelong health, security, and happiness. The Family Resource Center will assist families to identify and address barriers to success within the home and community. The Center will encourage and develop social support networks to help families to be part of their community.

Services offered by the Family Resource Center

- Referrals for full-time or after school care
- Health and education services for new and expectant parents
- Education to enhance parenting skills
- Health services
- Lending library
- Information and referrals to community agencies
- Student Activities
- Emergency Food/Clothing
- Family Literacy Activities

FAMILY RESOURCE COORDINATOR
Karen Manley
270-904-8985
Room 181

RELATED ARTS CLASSES

LIBRARY MEDIA PROGRAM

The Library Media Center at Natcher Elementary has something for all students. The Media Center has approximately 15,000 books for students to select for recreational reading and learning. The library is a very active and integral part of the students' day.

All classrooms come to the library for instruction. You may access the library collections, library events, and other resources from your home by connecting to the following website: http://bit.ly/NatcherLibrary You may want to bookmark this site to make searching for books easier from your home. You will also find other web sites on our library link that may be helpful to your family.

Library Media Center Student Check Out
Below is a list of the responsibilities for using the library and states what is expected of students when checking out materials. If students have outstanding books or books marked as damaged from the previous year, they will be unable to check out materials from the library until they have returned the missing book or paid the replacement cost of the book

When checking out materials from Natcher Elementary's library that belong to Natcher and WCPS, I understand the following:

- I promise to take care of the library books/materials/technology borrowed from WCPS.
- I will return my library books/materials/technology to the Media Center Library on time. I will pay for any books/materials/technology that have been lost or damaged beyond repair.
- I understand that I will be responsible for any loss or damage of library books/materials/technology checked out in my account.
- I understand that I will not be able to check-out a book/material/technology from a WCPS Library Media Center until a lost or damaged book/material/technology is paid for/replaced.
- Should you wish to replace a lost/damaged item, the item MUST be a hard-cover edition of the exact same title that was lost/damaged in order to maintain the integrity of our collection.

I understand that if I move to another school I am responsible for returning books/materials/technology to the Library Media Center. I will pay for any books/materials/technology that have been lost or damaged. The Library the student moves to may not allow a student to check out materials there until this is completed.

MUSIC

All students will receive musical instruction. Chorus and Band is available to 6th grade students. In cooperation with Western Kentucky University, Natcher offers instruction in violin, cello, viola, and bass beginning at fourth grade. These classes are fee-based made payable to Western Kentucky University.

Students participating in the Strings or Band programs are responsible for taking their instruments home every night. The school is not responsible for lost or stolen instruments.

PHYSICAL EDUCATION

Physical education is provided to children with our physical education teacher. Outdoor activities are planned, weather permitting.

ART

Natcher Elementary provides students with art classes where each student experiences a variety of media.

COMPUTER LAB

Our school is equipped with a computer lab. Every student has the opportunity to sharpen basic skills and use a variety of software. Internet use will be used to directly supplement classroom instruction and curriculum. Students' access to the Internet is only available under the direct supervision of a teacher or instructional assistant. Students are not allowed to have unsupervised access to the Internet at school under any circumstances. Internet access software is installed on the elementary teachers' workstations in the classroom, library and computer lab. A portable laptop cart, i-Pad carts, and i-Pod carts are available for teachers to check out on a regular basis for instruction.

GUIDANCE AND COUNSELING PROGRAM

The purpose of the Guidance and Counseling Program at Natcher Elementary is to foster student learning and personal fulfillment through a solution focused approach, which identifies solutions, and strategies that are already working for the child, and by reducing emotional or behavioral barriers to learning and personal fulfillment. This purpose is achieved in part through individual and small group counseling, classroom guidance, school climate activities, parent conferences, observations, and individual behavior modification plans. The school counselor can help you by working with you to improve your child's experience at school. If you have concerns about your child – behavioral, academic, emotional or social- you may wish to discuss the concern with the counselor and together decide what course of action to take.

ACADEMIC INFORMATION

HOMEWORK

(See attached SBDM Council Homework Policy)

Natcher Elementary encourages all students to set high academic standards and to be invested in their own learning. This requires students to develop and refine such habits as Be Proactive, Begin with the End in Mind, and Put First Things First. Time will be provided during the school day to complete work. However, students who do not complete the enriching exercises of lessons learned during the school day will be expected to complete them at home. Teachers may also, at their discretion, provide opportunities throughout the year for students to improve poor scores. However, Natcher Elementary supports the professional opinion of the teacher to make decisions in the best interest of each student regarding the implementation of this practice.

AGENDA BOOKS

Students in grades 3-6 will be required to have an agenda book to help keep them organized and to communicate with families. A fee of $5 will be charged for this book. Students unable to pay will not be excluded.

SUPPLEMENTAL TIME

Teachers will assess students' needs to flexibly group students for extra assistance and/or enrichment in both reading and math. Paraprofessionals will be assisting teachers during these times to ensure smaller groups when necessary. We will be providing a 30-minute session for both supplemental reading and math instruction at every grade level. Students will rotate among different team members as necessary after pre and post assessments.

SUMMIT/Gifted and Talented Program

SUMMIT, Services for Unlimited, Multi-talented Minds and Inspiring Talent, is a program for identified gifted and talented children selected through procedures outlined by Warren County Board Policy. Each teacher for each child who meets the required criteria completes pupil selection forms and formal identification takes place at the end of primary (3rd grade). Individual assistance is provided on an "as-needed" basis. Students are often "flexibly grouped" throughout classes based on individual needs and abilities of the student.

The classroom teacher provides students differentiated services. The Gifted and Talented teacher, Mrs. Neesa Richardson, may also provide differentiated services in the classroom to identified students.

PRESCHOOL PROGRAM

The Preschool Program provides early childhood educational experiences, which will promote the child's physical, emotional, social, and intellectual growth. The Warren County Schools offer a Preschool Program for four year olds who are 4 by October 1st. They may qualify either by income or disability eligibility. Three year olds who are 3 by October 1st may qualify by disability eligibility. For more information, please contact the board office at 781-5150.

REPORTING TO PARENTS

Student progress is reported to families four times a year. Report cards are to be signed and returned to school promptly. Intermediate teachers (grades 4-6) also send home interim reports of student progress near the mid-point of the grading period. These are an indication to the parent that improvement is needed in one or more of the subjects. These should also be signed and returned to school the day after they are sent home.
Teachers in grades 4-6 will provide parents with information on using the on-line grading program (Infinite Campus) to check student progress.

HONOR ROLL
We appreciate the hard work and dedication of the students at Natcher Elementary. In order to recognize their effort and achievements, students in grades 4 – 6 have the opportunity to be on the Honor Roll. Students can achieve this recognition by:
Principal's Award

- All A's on the entire report card (including final grades and conduct).

Dean's List

- All A's and B's on the entire report card (including final grades and conduct).

Terroristic Threatening

Dear Parent/Guardian,
Our most important function at Natcher Elementary is to provide the safest learning environment possible for all of our students and school staff members.
Unfortunately, in recent years, Kentucky's P-12 schools have experienced an escalation of terroristic threats being made by students with intent to do harm to either other students or school staff members. Plainly stated, these are threats being made to shoot people or detonate bombs with lethal intent. In fact, between January 23 and April 30th of last school year (2018), Kentucky schools experienced (294) terroristic threats that caused widespread fear throughout the school's community and resulted in total disruption to the educational process. In many of those cases, school officials and law enforcement officials were forced to close schools to investigate the threats that had been made. In other cases, school attendance plummeted for days after the threat was made. Many school leaders have said that the emotional, instructional, and financial impacts of these acts are incalculable.
Terroristic Threating in the second degree is defined in state law (KRS 508.078)
(1) **A person is guilty of terroristic threatening in the second degree when, other than as provided in KRS 508.075, he or she intentionally:**
b) Makes false statements by any means, including by electronic communication, for the purpose of:
1. Causing evacuation of a school building, school property, or school-sanctioned activity;
2. Causing cancellation of school classes or school-sanctioned activity; or
3. Creating fear of serious bodily harm among students, parents, or school personnel
(For the complete text for KRS 508.078 please see the attached page.)
Such threats to our students and school staff are totally unacceptable and will not be tolerated. As a result, the purpose of this letter is to notify all parents and guardians that

school district officials (in coordination with responding law enforcement agencies) will **pursue immediate legal charges for felony terroristic threatening in the second degree, to the absolute fullest extent of the law, against anyone who makes such threats, including students.** Moreover, we will advocate to our highest ability that the prosecution of these individuals be swift and their punishment be severe.

Our approach to eliminating terroristic threatening in our school and district is strong and unwavering, and as a result, it is imperative that you discuss this critically important matter with your student as soon as possible. School and law enforcement officials are determined to put a halt to these willful acts of terrorism being made toward our students. Please do your part to ensure that your student never becomes a party to such an offense by educating him/her on the seriousness of its consequences.

Together we can prevent this unnecessary, dangerous, and disruptive crime from victimizing our schools. I appreciate your partnership in keeping our school the safest place for your student to learn and grow.

If you have any questions or concerns, please contact me at your convenience.

PLEASE CAREFULLY REVIEW DETAILS OF KRS 508.078 ON FOLLOWING PAGE

Definitions of Terroristic Threatening:

508.078 Terroristic threatening in the second degree.

1. **A person is guilty of terroristic threatening in the second degree when, other than as provided in KRS 508.075, he or she intentionally:**

(a) With respect to any scheduled, publicly advertised event open to the public, any place of worship, or any school function, threatens to commit any act likely to result in death or serious physical injury to any person at a scheduled, publicly advertised event open to the public, any person at a place of worship, or any student group, teacher, volunteer worker, or employee of a public or private elementary or secondary school, vocational school, or institution of postsecondary education, or to any other person reasonably expected to lawfully be on school property or at a school-sanctioned activity, if the threat is related to their employment by a school, or work or attendance at school, or a school function. A threat directed at a person or persons at a scheduled, publicly advertised event open to the public, place of worship, or school does not need to identify a specific person or persons or school in order for a violation of this section to occur;

(b) Makes false statements by any means, including by electronic communication, for the purpose of:

1. Causing evacuation of a school building, school property, or school-sanctioned activity;
2. Causing cancellation of school classes or school-sanctioned activity; or
3. Creating fear of serious bodily harm among students, parents, or school personnel;

(c) Makes false statements that he or she has placed a weapon of mass destruction at any location other than one specified in KRS 508.075; or
(d) Without lawful authority places a counterfeit weapon of mass destruction at any location other than one specified in KRS 508.075.
(2) A counterfeit weapon of mass destruction is placed with lawful authority if it is placed as part of an official training exercise by a public servant, as defined in KRS 522.010.
(3) A person is not guilty of commission of an offense under this section if he or she, innocently and believing the information to be true, communicates a threat made by another person to school personnel, a peace officer, a law enforcement agency, a public agency involved in emergency response, or a public safety answering point and identifies the person from whom the threat was communicated, if known.
(4) Except as provided in subsection (5) of this section, terroristic threatening in the second degree is a Class D felony.
(5) Terroristic threatening in the second degree is a Class C felony when, in addition to violating subsection (1) of this section, the person intentionally engages in substantial conduct required to prepare for or carry out the threatened act, including but not limited to gathering weapons, ammunition, body armor, vehicles, or materials required to manufacture a weapon of mass destruction.

Penalties
Violating a Class D felony (adult) 1-5 years imprisonment (KRS 532.020) and/or $1,000-$10,000 fine (KRS 532.020).
Violating a Class C felony (adult), 5-10 years imprisonment (KRS 532.020) and/or $1,000-$10,000 fine (KRS 532.020).
Violating a felony (juvenile) fine not to exceed $500 (KRS 635.085), with fine assessed at the court's discretion in lieu of commitment to the Department of Juvenile Justice.

ASBESTOS MANAGEMENT PLAN
In accordance with the Asbestos Hazard Emergency Response Act (AHERA) regulations, Warren County Public Schools maintain copies of updated asbestos management plans in the front office of only those school buildings with asbestos. If a school is asbestos free, the school will have a copy of a certification from the registered architect in the front office to the effect that the building was built with no asbestos materials and therefore will have a file or record showing the building as asbestos free. This file will take the place of the 3-ring binders . If asbestos containing materials are present in a WCPS school documentation is available to insure these buildings are in good condition and pose no threat to the building occupants or the general public. To ensure this, the materials are inspected every six months by a third-party environmental consultant with all inspection

records maintained within the Asbestos Management Plan with the WCPS Maintenance Department. Any inquiries regarding the management of asbestos containing materials in our schools should be directed to our district's AHERA Designated Person, Bob Crooks at bobby.crooks@warren.kyschools.us

School Mascot

Jaguar

School Colors

Blue & Orange

School Wide Attention Signal

"Give Me Five!"

1. Eyes On Me

2. Mouth Quiet
3. Hands Free
4. Body Still
5. Ears Listening

NATCHER ELEMENTARY SBDM POLICIES

1. CURRICULUM

The school council shall adopt the curriculum of the Warren County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with the state standards and is appropriate for our instructional needs. This school council policy shall also be consistent with applicable indicators from the Standards and Indicators for School Improvement. All issues related to the curriculum of the school shall be referred to the school principal for discussion that leads to a recommendation on the issue to the school council for consideration and possible adoption.

2. STUDENT ASSIGNMENT

It is the policy of Natcher Elementary School to assign students to classes heterogeneously. All regular classes are to be as evenly balanced as possible based on the following:

Number of boys and girls
Minority or non-minority students
Students having I. E. P.s. (Individual Education Plan)
Students for whom English is a second language
Students who require remediating or other special assistance
Students who are high, average, or low achieving

Teachers input regarding assignment of students is provided at the end of each school year. The rosters are based on the variables listed above and other pertinent information.

Students who enroll during the summer will be assigned to classes based on class size with consideration to variables listed above.

3. SCHOOL SPACE USE

By July 1, the principal shall prepare a school space use plan and present the plan to the school council for approval. The school council may amend the plan prior to approval. The principal shall implement the plan subsequent to the approval of the school council. The principal can alter the plan if a need arises due to enrollment and hiring of teachers.

4. DISCIPLINE AND CLASSROOM MANAGEMENT

A school wide discipline plan will be developed, implemented, reviewed and modified as needed subject to school council approval.

- Classroom procedures, along with rewards and consequences, should be posted in each classroom.
- Discipline and classroom management procedures will address the following areas: Student behavior in classroom, on playground, in halls, lunchroom, restrooms, gym, assemblies, and any other areas outside the classroom.
- Students will be encouraged to develop self-discipline.
- Staff will enforce procedures with consistency and fairness.
- Classroom teachers will discuss with their students the reasons for each of the procedures.

5. ALIGNMENT WITH STATE STANDARDS, TECHNOLOGY UTILIZATION AND PROGRAM APPRAISAL

Please see Warren County Board of Education policy on technology.

6. COMMITTEE PARTICIPATION

Committees will be formed under the Comprehensive School Improvement Plan (CSIP) per KDE. Committees Can be made up of all stakeholders (staff, parents, administration, community members, etc.).

7. STAFF TIME ASSIGNMENT (INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME)

The Principal shall assign each staff member's time in a manner that supports implementation of our CSIP. Achievement of school council goals and effective management shall be the basis for assignments of staff time. All staff time assignments shall be published annually by June 1 of each year.

8. SCHOOL SCHEDULE

Based on recommendations from the principal and teacher input the council will approve a schedule, which allows time to meet goals and requirements of curriculum. The schedule will utilize the time of school day and calendar year as established by the Warren County Board of Education to meet needs and interests of students, curriculum, extracurricular activities and school programs.

9. INSTRUCTIONAL PRACTICES

Faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum is fully implemented. Best practice instructional strategies that are selected by teachers must be included in lesson plans and monitored by the principal. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

10. HOMEWORK POLICY

Homework will only consist of enriching exercises of lessons learned throughout the year. Students will have an opportunity to complete work during the school day. Students who do not complete the enriching exercises of lessons learned during the school day will be expected to complete them at home. If a child is not completing work during the day on a regular basis, then we will have a parent meeting to see why the child is not getting the material done during school hours.

11. CONSULTATION POLICY

The school council shall be consulted by the principal on all certified and classified vacancies that occur in the school. The principal will review available applications to make decisions on which candidates to invite for an interview. The administration will do reference checks. The principal and appropriate team members will interview the chosen applicants. Council members will be invited to participate in the interview process.

The school council shall consider the principal's recommendations and shall provide its advice to the principal of whom to select to fill the vacancy. This will occur in a closed meeting of the council.

If a quorum of the members of the school council is not available to attend a meeting for the purpose of consulting for the vacancy, the principal shall call a special meeting and conduct consultation with the council members who can attend. The principal may also do consultation via telephone or email if a quorum of members cannot attend a regular or special meeting.

12. WELLNESS POLICY

All students shall participate in moderate to vigorous physical activity each day as follows:

A. Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities.
B. Each student shall participate in physical education class for at least 40 minutes each week. Each student shall have at least 15 minutes a day of supervised recess, preferably outdoors, during which school staff shall encourage moderate to vigorous physical activity. Appropriate accommodations shall be made for students with special needs.
C. The President's Physical Fitness Challenge, including fitness testing for muscular strength, endurance and cardiorespiratory endurance, will be given each year to the students during PE classes. Our school shall encourage healthy choices among students using the following methods:
D. Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverage available during the instructional day. Teachers will encourage students to have water available throughout the instructional day and bring healthy snacks from home. Students only have access to vending machines with milk, water and 100% fruit juices. Students are offered fresh fruit and vegetables daily at lunch in the school cafeteria.
E. Food rewards/incentives are limited to PAWS rewards, STAR parties and holiday parties.
F. Our practical living curriculum shall follow state standards including health, consumerism, and physical education.
G. The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirements above does not fit with those rules, the principal shall notify the council so that the policy can be amended.
H. The principal shall share this policy with the Kentucky Department of Education.
I. Natcher Elementary prohibits the use of tobacco products at any time while on school property. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

   The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting

devices, with or without nicotine content, that mimic the use of tobacco products. This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.
Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within school grounds. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

13. FOOD ALLERGY POLICY:

- Only store bought items with an ingredient label may be brought to school for snacks and parties. Items purchased from a bakery or restaurant must include a typed list of ingredients from that business. Exceptions are made for evening fundraising events where parents can closely monitor what their children eat.

14. FOOD REWARD POLICY:

FOOD ITEMS (including candy) will not be used as rewards during the instructional day. Exceptions are made for occasional special class rewards or PTO fundraising reward events.

15. DRESS CODE

The staff, administration, and family members will deal with any situation that arises that is disruptive to the instructional process on an individual basis.

Shorts, skirts, and dresses: must be no shorter than mid thigh length.

Hats: (of any kind; i.e. ball caps, hats, scarves) may not be worn in school unless they are necessary for health, cultural or safety purposes. Hats may be worn outside during recess for sun protection, cold weather or on designated hat days.

Shoes: are required at all times. Sneakers are required for physical education class and greenway activities being conducted by the whole class. Flip flops (rubber beach type) and roller blade shoes are not allowed. Wearing of sandals and shoes with high heels are discouraged due to safety concerns. Due to playground safety, students must wear shoes/sandals with straps on the back of the ankle in order to play on the equipment. Consequence for not following the policy: students will not be allowed on the equipment for that recess period.

Sunglasses: shall not be worn inside the school building without a medical excuse; a doctor's note must be presented beforehand.

Hair: shall be clean and well groomed. Distracting extremes shall not be permitted.

Pants: must be worn at the waist and must remain there consistently through normal activity, without having to be held up by the hands. Rips above mid-thigh in pants are not permitted.

Shirts: should cover the midriff with all normal movement and be an appropriate neck length. If the shirt is sleeveless, it must have wide shoulder straps and no large armholes. Thin "spaghetti" straps are not allowed for grades 3rd through 6th. Tank tops and Athletic jerseys: must be worn over a tee shirt or another shirt with sleeves.

Hooded shirts: may be worn, but inside the building hoods will not be worn.

Patches, emblems, and clothing depicting vulgarity or advertising alcoholic beverages or illegal substances shall not be permitted.

16. COUNCIL OPERATIONAL POLICY

Selection of Principal

When the council learns that the school needs to hire a principal, the council will:

1. Obtain training in recruitment and interviewing techniques from the district.

2. Hold at least one afternoon and one evening meeting to receive suggestions from parents, staff and other interested parties on what traits will make the best leader for this school.

3. Meet in open session to agree on criteria and develop interview questions that fit those criteria. Those criteria shall not in any way discriminate based on gender, ethnicity, religion, political affiliations, or any other illegal grounds.

4. Meet in open session with the superintendent or his/her designee to discuss the criteria and other steps in the hiring process.

5. Meet in closed session to review applications and references of candidates recommended by the superintendent and select persons to be interviewed who appear reasonably capable of fitting the council's criteria.

6. Schedule an interview with each selected applicant at a time when all council members can attend a special meeting.

7. Conduct each interview in a closed session, using the interview questions.

8. Meet in closed session to discuss how well each applicant meets the criteria.

9. If necessary, request additional applicants from the superintendent and repeat steps 4-8 above.

10. Meet in open session to make the final choice of principal.

11. Notify the superintendent immediately of their choice.

After receiving notice of the council's choice, the superintendent will complete the hiring process.

17. WRITING POLICY

A school level writing plan shall be developed to address college and career readiness standards using 21st Century communication skills which include writing, technology based communication and presentation ability, oral speaking presentation, and listening skills.

18. LITERACY POLICY

The literacy policy will include a school level literacy plan to be developed to address college and career readiness standards using 21st Century communication skills which include writing, technology based communication and presentation ability, oral speaking presentation, and listening skills. This will include ensuring that all children are ready to read and that all elementary students are excellent readers.

19. SAFETY POLICY

A crisis response plan is created and shared with the faculty and staff. The plan is communicated with district level administrator's, emergency personnel, and families.

20. CLUBS POLICY

Policy Statement:
Natcher Elementary acknowledges that there are areas of learning that are not within the scope of the usual school day, but are beneficial to our children. We aim to offer these extra opportunities through various types of provisions delivered by school-sponsored providers — all with a view to increase the range of experiences our children can have.

The Aims of the Policy:
By encouraging extra-curricular activities, we intend to:

- Enable children to sample from a range of activities and pursuits that will help them choose leisure activities.
- Enable children to have fun and enjoy a broad range of activities.
- Enable children to extend their enjoyment of particular areas of learning through more in-depth study and activity
- Encourage children to develop friendships between age groups, and work together cooperatively.

Procedures:

- The program must have a school personnel sponsor. However, external facilitators may assist.
- All sponsors must have completed volunteer training, which includes a background check and these must be logged on the school's register.

- Clubs must have SBDM Council approval before beginning.
- Clubs must present to the SBDM Council the purpose for their club.
- All sponsors are required to be in attendance throughout the club session to ensure that all children have safely exited the premises at the end of the club.
- Permission slips must be completed and payment (if needed) received prior to any child attending a club. Clubs will normally run termly unless otherwise noted by the sponsor.
- All fees must be approved by the Warren County Board of Education.
- An attendance register is maintained by the sponsor for each club.
- The school reserves the right to withdraw the privilege of attending a club should there be a breach of discipline by a child.

Equal Opportunities:

Clubs are advertised to all children.

- Sponsors must maintain the ability to supervise students. Therefore, sponsors reserve the right to limit the number of participants to maintain safety of the club.

Where barriers to children participating exist, we try to overcome these by:

- Addressing any other special needs that might require adaptation of the school environment.
- Special arrangements may need to be made for these children in discussion with the school leadership team.
- Sponsors are required to keep an attendance register with any information regarding special needs or medical conditions. All information is treated in confidence.

Health and Safety Considerations:

Sponsors must ensure that every participant are reminded about:

- Procedures in case of a fire.
- Rules for moving round the school building — particularly arrangements for going to the restroom.
- Expectations of procedures for safe exit of the pupils after a club has ended.
- Arrangements in case a club has to be cancelled.
- The expected duration of the club and any other details.
- They have all medical details and contact numbers for children attending the club.
- They are familiar with the school's health and safety policy and all other procedures relating to the successful running of the club.
- They have up-to-date permission slips from parents, including agreed arrangements for travelling home.

Charges for Clubs:

The cost of clubs will be kept to a minimum. Any parent who would like their child to attend a club but is unable for financial reasons can approach the school who will consider their application sympathetically and may be able to offer support.

21. PARENT INVOLVEMENT POLICY

GENERAL EXPECTATIONS **Natcher Elementary** agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
    - *(A) that parents play an integral role in assisting their child's learning*
    - *(B) that parents are encouraged to be actively involved in their children's education at school*
    - *(C) that parents are full partners in their children's education and are included, as appropriate, in decision- making and on advisory committees to assist in the education of their children*
    - *(D) the carrying out of other activities*
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy.
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy.
- Provide each parent an individual student report about the performance of their child on the State assessment

Natcher Elementary will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
   - All parents shall be invited and encouraged to attend.
   - The school will provide information and explain the requirements of Title I and the rights of parents

Activity/ Task (What will be done)	Staff Responsib le (Who	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success

	will be doing it)			will be measured)
Title I Night	Principal / Title 1 Teachers	August or September	Parents will be notified by flyer and Blackboard Connected	Sign-in sheets

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability / Evaluations (How success will be measured)
Open House Report Card Night SBDM Council Meetings PTO Meetings Family Nights	Principal; Assistant Principal; Teachers	Monthly	Flyers will be sent home, Marquee in front of the school; Blackboard Connect	Sign- in sheets

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability / Evaluations (How success will be measured)
Meetings	Principal	Each Semester	Flyers will be sent home; Blackboard Connect	Sign-in sheets

4. Provide parents of participating children:

- Timely information about the Title I programs.
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)
Title I Night Report Card Conference Night SBDM Council Meeting	Principal; Teachers; SBDM Council	September February	Announcement on Marquee; Flyers sent home; Website Blackboard Connect	Sign in sheets

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Dear Parent or Guardian,

The educators in Warren County are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools and our district.

Our district receives federal funds for Title 1 programs as a part of the No Child Left Behind Act (NCLB). Under NCLB, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you with the following:

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether your child is provided services by paraeducators, and if so, their qualifications.

If you would like to request this information, please contact Matt Thornhill by phone at (270) 842-1364 or by email at matt.thornhill@warren.kyschools.us Please include your child's name, the name of the school your child attends, the names of your child's teacher(s) and an address or email address where the information may be sent. Thank you for your interest and involvement in your child's education.

The Title I Program is funded by the Federal Government and enables us to provide this program for the benefit of our students. The goal of Title I is to provide a high quality education for every child.

Natcher Elementary School is offering a school-wide Title I Program. Primary students receive 90 minutes of core reading instruction and 60 minutes of core math instruction. Intermediate students receive 60 minutes

core reading instruction and 60 minutes core math instruction. The Title I program is designed to assist students by providing an additional 30 minutes for reading and an additional 30 minutes for math. All students will benefit from the added assistance for intervention, extra practice, or extension. We will have a reading intervention teacher and a math intervention teacher who may pull students during the 30-minute sessions. Natcher Elementary's Title I program sets goals for improvement to measure student progress, using a variety of research based instructional materials and hands-on activities.

Natcher Elementary Learning Compact

Natcher Elementary School is committed to the belief that all children can learn and acknowledge that all of us--- teachers, administrators, and families---working together can make a positive difference in student achievement.

THE TEACHER'S PLEDGE

We want to thank you for entrusting your child's learning into our care. We believe that if the teacher, the family and the child work together, we can give each child the best education possible. We will treat your child with respect and do our best to help him/her be a successful learner by doing the following:

- Provide high quality instruction from highly qualified teachers/para-professionals
- Have high expectations for all students
- Work with families, the community, and other professionals to support student learning
- Provide a safe, supportive and effective learning environment
- Respect the cultural differences of students and their families
- Keep parents informed.
- Provide challenging tasks so the student can achieve his/her potential
- Actively and consistently work toward the goal of achieving excellence

THE FAMILY'S PLEDGE

I know I am my child's first and most important teacher. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will be active in helping my child receive the best education possible by doing the following:

- Insist that all homework assignments are done each night
- Discuss with my child what he/she has learned at school each day – ask questions
- Remind my child of the necessity of discipline in the classroom – especially self-discipline
- Spend at least one-half hour a day enhancing reading and/or math

activities
- See that my child is punctual and attends school regularly
- Encourage my child's efforts and be available for questions
- Stay aware of what my child is learning
- Keep in touch with teachers by regularly responding to messages and reports from school
- Attend parent/teacher conferences and educational planning meetings to discuss student achievement
- Be available and supportive of important educational decisions made for my child by the school staff
- Make sure my son/daughter gets a good night's sleep

THE STUDENT'S PLEDGE

I realize that my education is important to me. I will put forth my best effort and attitude so that I will receive the best education possible by doing the following:

- Attend school regularly
- Work hard to do my best – being responsible and having a good attitude
- Complete and return homework assignments
- Conform to rules of student conduct
- Respect and cooperate with other students and adults
- Ask for help when I need it
- Communicate with others about what I am learning at school

BUILDING CAPACITY FOR INVOLVEMENT

Natcher Elementary will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
   - Kentucky's academic content standards
   - Kentucky's student academic achievement standards
   - Kentucky's academic assessments including alternate assessments
   - School assessments
   - How to monitor their children's progress
   - How to work with educators to improve the achievement of their children

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)

Title I Night Report Card Conference Night SBDM Council Meeting	Principal; Teachers; SBDM Council	On-going	Flyers sent home; Blackboard Connect Website	Sign in sheets

2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)
Title I Night Report Card Conference Night SBDM Council Meeting	Principal; Teachers; SBDM Council	On-going	Announcement on Marquee; Flyers sent home; Blackboard Connect Website	Sign in sheets

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability / Evaluations (How success will be measured)

Volunteer training; literacy training	Administratio n, FRC	On-going	Communication to parents through flyers; web-site and Blackboard Connect	Sign-in sheets

4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). ***Possible programs include Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs.*** The schools program must help teachers, principals, and other staff work well with parents. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability / Evaluations (How success will be measured)
Literacy training	Administration, FRC	On-going	Communication to parents through flyers; web-site and Blackboard Connect	Sign-in sheets

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)

Utilize GEO Center for necessary documents; provide interpreters at meetings and functions	Administration FRC	On-going	Communication sent to parents in native language (when possible); interpreters provided at meetings	Copies of communications

6. Provide reasonable support for parental involvement activities as parents may request.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)
As requested by parent	Administration; FRC	On-going	Communication to parents through flyers; web-site and Blackboard Connect	Sign-in sheets

The School Parental Involvement Policy/Plan may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement. The policy may include the discretionary activities as listed:

- Involve parents in the development of training to improve the effectiveness of training for teachers, principals, and other educators.
- Provide necessary literacy training for parents from Title 1 funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.

- Arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children.
- Arrange meetings with parents who are unable to attend conferences at school to maximize parental involvement and participation in their children's education.
- Adopt and implement model approaches to improving parental involvement.
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- Develop appropriate roles for community-based organizations and businesses in parental involvement activities.

ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/ Evaluations (How success will be measured)
PLC Meetings	Administration ECC	On-going	Communication to parents through flyers; web-site and Blackboard Connect	Sign-in sheets

ADOPTION

This Natcher Elementary Parental Involvement Policy has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parental Involvement Policy was developed/revised by Natcher Elementary on March 20, 2016 and will be in effect for the period of the school year.

The school will distribute this Parental Involvement Policy to all parents of participating Title I children and make it available to the community at Open House.

Natcher Elementary Title I School-Wide Plan

Components of Schoolwide Program:

1. **Needs assessment.**
   - STAR (Reading and Math)
   - LLI Benchmarks
   - KPREP
2. **Engage in schoolwide reform strategies.**
   - CSIP reviewed annually
3. **Provide instruction by professional staff.**
   - Certified Teacher for Reading with assistant(s)
   - Certified Teacher for Math with assistant(s)
4. **Provide ongoing Professional development for teachers, paraeducators, parents.**
   - See Professional Development Plan
5. **Include strategies that attract high-quality teachers to high need schools.**
   - School Recruiter
   - Minority Recruitment Program
   - Natcher is a "Mentor School" – block students, student teachers, college student observation hours, etc.
6. **Parent Involvement.**
   - See "Parent Involvement Plan"
7. **Strategies that assist students in transition from early childhood programs to public elementary schools.**
   - Collaboration with private and public preschools.
   - Brigance Screener utilized
   - Family Resource Center utilized
8. **Include teachers in decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.**
   - Regularly scheduled RTI (Response to Intervention) meetings
   - Regularly scheduled PLC (Professional Learning Committee) meetings
9. **Ensure that students who experience difficulty mastering any Kentucky standards will be provided with effective, timely additional assistance.**
   - Services are provided through differentiation of instruction during core time.
   - Services are provided through the differentiation of instruction during RTI time.
   - Services are provided through specially designed instruction with certified Title 1 teachers.

- Extra services are provided after school and during the summer.

10. **Coordinate and integrate Federal, State, and local services.**
    - Federal, State, and Local funds are used.
    - Collaboration with local services coordinated through our FRC.

Schoolwide Plan:

1. **How the school will implement the ten components.**
    - See above…
2. **How and what resources will be used to implement the components.**
    a. Reading – LLI, Orton Gillingham, See flow chart…
    b. Math – Do the Math, Making Math Magic, Number Worlds, Math Literature Library
3. **A list of programs that are used.**
    a. Reading – Lexia / Imagine Learning / Successful Reader
    b. Math - Dreambox, ABCYa Math Section
4. **How the school will provide parents with individual student assessment results in a language the parents understand.**
    a. STAR Reports
    b. Tier Transition Letters
    c. KPREP Parent Letters
    d. Student-Led Conferences
    e. Parent / Teacher Conferences

The following is located in our Student Handbook:

Dear Parent or Guardian,

The educators in Warren County are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools and our district.

Our district receives federal funds for Title 1 programs as a part of the No Child Left Behind Act (NCLB). Under NCLB, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you with the following:

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether your child is provided services by paraeducators, and if so, their qualifications.

If you would like to request this information, please contact Matt Thornhill by phone at (270) 842-1364 or by email at matt.thornhill@warren.kyschools.us Please include your child's name, the name of the school your child attends, the names of your child's teacher(s) and an

address or email address where the information may be sent. Thank you for your interest and involvement in your child's education.

The Title I Program is funded by the Federal Government and enables us to provide this program for the benefit of our students. The goal of Title I is to provide a high quality education for every child.

Natcher Elementary School is offering a school-wide Title I Program. Primary students receive 90 minutes of core reading instruction and 60 minutes of core math instruction. Intermediate students receive 60 minutes core reading instruction and 60 minutes core math instruction. The Title I program is designed to assist students by providing an additional 30 minutes for reading and an additional 30 minutes for math. All students will benefit from the added assistance for intervention, extra practice, or extension. We will have a reading intervention teacher and a math intervention teacher who may pull students during the 30-minute sessions. Natcher Elementary's Title I program sets goals for improvement to measure student progress, using a variety of research based instructional materials and hands-on activities.

Natcher Elementary Learning Compact

Natcher Elementary School is committed to the belief that all children can learn and acknowledge that all of us--- teachers, administrators, and families---working together can make a positive difference in student achievement.

THE TEACHER'S PLEDGE

We want to thank you for entrusting your child's learning into our care. We believe that if the teacher, the family and the child work together, we can give each child the best education possible. We will treat your child with respect and do our best to help him/her be a successful learner by doing the following:

- Provide high quality instruction from highly qualified teachers/para-professionals
- Have high expectations for all students
- Work with families, the community, and other professionals to support student learning
- Provide a safe, supportive and effective learning environment
- Respect the cultural differences of students and their families
- Keep parents informed.
- Provide challenging tasks so the student can achieve his/her potential
- Actively and consistently work toward the goal of achieving excellence

THE FAMILY'S PLEDGE

I know I am my child's first and most important teacher. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will be active in helping my child receive the best education possible by doing the following:

- Insist that all homework assignments are done each night
- Discuss with my child what he/she has learned at school each day – ask questions

- Remind my child of the necessity of discipline in the classroom – especially self-discipline
- Spend at least one-half hour a day enhancing reading and/or math activities
- See that my child is punctual and attends school regularly
- Encourage my child's efforts and be available for questions
- Stay aware of what my child is learning
- Keep in touch with teachers by regularly responding to messages and reports from school
- Attend parent/teacher conferences and educational planning meetings to discuss student achievement
- Be available and supportive of important educational decisions made for my child by the school staff
- Make sure my son/daughter gets a good night's sleep

THE STUDENT'S PLEDGE

I realize that my education is important to me. I will put forth my best effort and attitude so that I will receive the best education possible by doing the following:

- Attend school regularly
- Work hard to do my best – being responsible and having a good attitude
- Complete and return homework assignments
- Conform to rules of student conduct
- Respect and cooperate with other students and adults
- Ask for help when I need it
- Communicate with others about what I am learning at school

Thank you for taking the time to discuss this compact with your child. You are sending the message to him/her that: education is important.

21) Acceptable Use Policy for Personally-Owned Devices

Purpose

Natcher Elementary School students are striving to meet 21st century standards in alignment with Natcher's vision of "Beginning with the end in mind, growing tomorrow's leaders." This plan allows for students to use their personally owned devices (PODs) as an instructional tool during the school day.

Beginning September 2013, students 3rd -6th will be allowed to bring their personal device to school for instructional use. Kindergarten – 2nd will be allowed to bring their personal devices to school on days designated by the classroom teacher.

Natcher Elementary is in compliance with the Children's Internet Protection Act (CIPA) to ensure the safety of our students while using the Internet. We utilize an Internet filter and transparent proxy.

Allowed Devices:

In order to provide for the best learning experience and protect the security of the school's network, the following devices are the only allowed devices: iPads, iPad mini, iPod Touch, Smartphones, Kindles, Nooks and any other Macintosh or Android-based devices.

Cell phones that will only make calls and text are not approved devices.

Nintendo DS and other gaming devices are not approved devices.

Lost, Damaged and/or Stolen Devices

Natcher is not responsible for any lost, damaged and/or stolen personal devices. Students are strongly encouraged to use protective coverings for their devices.

Usage Charges

Natcher is not responsible for any data charges that your account may accrue while using at school. Students are encouraged to utilize our free wireless network instead of any data plan.

Personal devices will be connected to Natcher's filtered network. Students should not use 3G services at school. Natcher Elementary will not guarantee wireless capabilities on a daily basis due to unforeseen technical issues that may occur.

Teacher Rights/Responsibilities:

Each teacher has the discretion to allow the use of personal devices in the classroom.

Natcher Elementary (teachers and school administrators) retains the right to collect, examine, and/or search any device for the following reasons:

- Suspicion of causing technology/network problems such as virus or Trojan.
- Suspicion of a violation of the student code of conduct (inappropriate use, harassment, or misrepresentation of information).

Students will be required to provide any password to unlock the device. Refusal to do so will result in disciplinary action.

Student Guidelines

Devices may only be used for instructional purposes and the accessing of approved websites, applications, or files. Any use of the device otherwise will be considered a violation of the policy and will warrant disciplinary action.

Students are prohibited from bringing devices on premises that will infect the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized programs. Students are prohibited from any "hacking" type activities.

All devices must be charged and ready for use prior to school.

[Note: Title IX requires districts to provide three forms of notice of their Title IX obligations. The notice must be provided as follows: (1) to applicants for admission and employment, employees, students, parents or legal guardians, and unions or professional organizations; (2) in all handbooks and catalogs; and (3) prominently displayed on the district's website. The below notice is designed for use in all three required instances. Review carefully and add information where indicated. Remove this note before use.]

Notice to Individuals Regarding Title IX Sexual Harassment/Discrimination (Handbooks)

Warren County Public Schools (the "District") is committed to providing a working and learning environment that is free from discrimination based on sex, including sexual harassment and sexual violence. The District does not discriminate on the basis of sex in any of its education or employment programs or activities. Title IX of the Education Amendments of 1972 ("Title IX"), its regulations, and certain other federal and state laws prohibit discrimination in such a manner. Under Title IX, discrimination on the basis of sex includes sexual harassment.

Title IX's requirement not to discriminate in any of the District's education programs or activities applies to both students and employees and extends to both admission and employment. Inquiries about the application of Title IX and its regulations to the District may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both:

Title IX Coordinator
Kyle Cassady
303 Lovers Lane
Bowling Green, KY 42103
kyle.cassady@warren.kyschools.us
270-781-5150

Assistant Secretary for Civil Rights U.S. Dept. of Education Office for Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1100
1-800-421-3481; 1-800-877-8339 (TDD)
202-453-6012 (Fax)
202-453-6012 (Fax)

The District is committed to fostering an environment free from discrimination on the basis of sex. To the extent that any District policy or procedure regarding discrimination or harassment on the basis of sex (as defined by Title IX) conflicts with the Title IX regulations effective August 14, 2020, Title IX and its regulations will control.

Title IX of the Education Amendments of 1972

- Title IX is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX.

- Although Title IX is best known for breaking down barriers in sports for women and girls, Title IX and its regulations also require that schools adopt specific grievance procedures to address formal complaints of sexual harassment (as that term is defined by Title IX.)
- The District's policies and procedures for addressing reports and complaints of sex-based discrimination (including sexual harassment) are intended to comply with Title IX and its regulations. To the extent that they conflict with Title IX or its regulations, Title IX and its regulations will control.

Title IX Coordinator

- Who is the Title IX Coordinator? The District has appointed a Title IX Coordinator to coordinate the District's efforts to comply with its responsibilities under Title IX and its regulations. The Title IX Coordinator's name and contact information are as follows:

Title IX Coordinator
Kyle Cassady
303 Lovers Lane
Bowling Green, KY 42103
kyle.cassady@warren.kyschools.us
270-781-5150

Who can contact the Title IX Coordinator?

- Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator, regardless of whether the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

How can I contact the Title IX Coordinator?

- Any person can contact the Title IX Coordinator in person, by mail, telephone, or by electronic mail, by using the contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. A report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Sexual Harassment Under Title IX

What is sexual harassment?

- Title IX defines sexual harassment as conduct on the basis of sex that satisfies one or more of the following:
    - • A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
    - • Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

- Sexual assault, dating violence, domestic violence, or stalking.

How does the District respond to reports of sexual harassment?

- All students and employees are encouraged to report sexual harassment to the Title IX Coordinator. Upon receiving a report of sexual harassment in an education program or activity, the Title IX Coordinator will contact the complainant (the individual alleged to be the victim of conduct that could constitute sexual harassment) to discuss the availability of supportive measures and explain the process for filing a formal complaint of sexual harassment.
- The District also reserves the right to remove a respondent (the alleged perpetrator of conduct that could constitute sexual harassment) from its education program or activity on an emergency basis, subject to the requirements of Title IX and its regulations.

What is a formal complaint of sexual harassment?

- Either a complainant or the Title IX Coordinator can file a formal complaint alleging sexual harassment against a respondent.
- To qualify as a formal complaint, the document must be filed by a complainant (a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint) or signed by the Title IX Coordinator. The document must allege sexual harassment against a respondent and request that the District investigate the allegation of sexual harassment.
- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education program or activity.

How does the District respond to formal complaints of sexual harassment?

- Formal complaints of sexual harassment trigger the grievance procedures prescribed by Title IX and its regulations. The District's grievance procedures for formal complaints of sexual harassment and complaints including allegations of sexual harassment are set forth in District Procedure 09.428111 AP.11 referenced below.

Title IX Policies and Procedures (Website Information)

[Note: For posting on website, convert these references to links to District policies and procedures on website. Remove this note before use.]

- District Policy 03.113 (Equal Employment Opportunity – Certified Personnel)
- District Policy 03.212 (Equal Employment Opportunity – Classified Personnel)
- District Policy 09.13 (Equal Educational Opportunities – Students)
- District Policy 03.1621 (Title IX Sexual Harassment – Classified Personnel)
- District Policy 03.2621 (Title IX Sexual Harassment – Certified Personnel)
- District Policy 09.428111 (Title IX Sexual Harassment – Students)
- District Procedure 09.428111 AP.1 (Notice to Individuals Regarding Title IX Sexual Harassment/Discrimination)
- District Procedure 09.428111 AP.11 (Title IX Sexual Harassment Grievance Procedures)
- District Procedure 09.428111 AP.21 (Title IX Sexual Harassment Reporting Form)

Copies of these policies and procedures can be accessed online at https://www.warrencountyschools.org/safety-resources/title-ix or be requested from the Title IX Coordinator.

Title IX Training **[For inclusion on website only; remove this note before use.]**

Title IX training materials utilized by the District may be reviewed here: **[insert link to materials]**.

3194192 3