

# GREYSBRANCH GREYHOUNDS

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Name \_\_\_\_\_

Agenda Book 2015-2016



## Greysbranch Elementary School

**1487 Ohio River Road  
Greenup, KY 41144  
Phone (606) 473-9653**

**This Agenda Book belongs to:**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**City/Town** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Homerom** \_\_\_\_\_

As required by federal law, including Title IX, the Greenup County School District does not discriminate on the basis of race, color, national origin, sex, genetic information, disability, or age in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designate youth groups.

**The District's Title IX Equity Coordinator is Scarlet Shoemaker.** If you have any questions pertaining to sexual harassment or sexual discrimination, you may contact her at: 45 Musketeer Drive, Greenup, KY 41144. Phone: 606.473.9819. Email: [scarlet.shoemaker@greenup.kyschools.us](mailto:scarlet.shoemaker@greenup.kyschools.us)

**The District's 504 Coordinator is Kim Taylor.** If you have questions pertaining to Section 504 of the Rehabilitation Act of 1973, you may contact her at: 45 Musketeer Drive, Greenup, KY 41144. Phone: 606.473.9819. Email: [kim.taylor@greenup.kyschools.us](mailto:kim.taylor@greenup.kyschools.us)

**Greenup County SchoolsOn the Web**  
**[www.greenup.k12.ky.us](http://www.greenup.k12.ky.us)**

At Greysbranch Elementary, each teacher has a link to his/her own Web Page. Feel free to visit the Greenup County Website at [www.greenup.k12.ky.us](http://www.greenup.k12.ky.us) and also visit the teacher sites for updated classroom information. All SBDM policies are available on the Greysbranch Elementary Website as well as other information and important dates.

### **“Building Habits of Success”**

**This Student-Parent-Teacher Agenda Handbook has been prepared to help equip students to become proactive, independent achievers who mature into leading contributors to society.**

### **Greysbranch Mission Statement**

**Increase student achievement in a safe and orderly environment while building relationships and enjoying the experience.**

**Students, parents and teachers will find essential information in this handbook. Please take a few minutes to review all the contents carefully.**

### **Agenda Planners**

Every Greysbranch student is issued an Agenda Planner. This is an organizer that helps students understand expectations, record assignments and develop habits for success. In addition, this agenda planner can be an effective communication tool for parents and teachers.

One Agenda Planner is issued free to each student. Replacements for lost or misplaced Agenda Planners must be purchased for \$5.00.

### **Vision**

Every student at Greysbranch Elementary is given a variety of meaningful opportunities to gain and utilize skills for purposes and situations they may encounter throughout their lives. The staff works with parents and the community for the good of the students. We provide a well-rounded education so each student can achieve his/her personal best in order to make a meaningful contribution as a successful citizen of our country.

### **Expectations**

We have high expectations for ALL students from preschool through fifth grade. The staff wants all children to get the most out of their educational experience. It is important that every student follow the:

**Greyhounds’ Steps to Success.....**

- **Positive Attitude**
- **Always Respectful**
- **Work Together**
- **Stay Safe**

### **2015-2016 Calendar** **(Subject to change)**

August 6 <sup>th</sup>	First day for students
September 7 <sup>th</sup>	Labor Day- NO SCHOOL
October 2 <sup>nd</sup>	No School
November 2 <sup>nd</sup> and 3 <sup>rd</sup>	No school- Professional Learning and Election
Nov 25 <sup>th</sup> –27 <sup>th</sup>	Thanksgiving Break
Dec 21 –Jan 1 <sup>st</sup>	Christmas Break
January 4 <sup>th</sup>	School resumes
January 18 <sup>th</sup>	MLK Day- NO SCHOOL
February 15 <sup>th</sup>	PL day- NO SCHOOL
March 18 <sup>th</sup>	PL day- NO SCHOOL
April 7 <sup>th</sup> and 8 <sup>th</sup>	Spring Break
May 6 <sup>th</sup>	Last day for students

### Primary AR Chart

GOAL		1	2	3	4	End of Year
Nine Reading Week	Level	Name and Picture in the Hall and extra recess (AR Star for Kindergarten)	Lunch With Teacher	Name and Picture in the Newspaper and Extra Recess	Popcorn and Movie	To be announced
	1					
	2					
	3					
	4					



### Intermediate AR Chart

GOAL		1	2	3	4	End of Year
Nine Reading Week	Level	Name and Picture in the Hall and extra recess	Lunch With Teacher	Name and Picture in the Newspaper and Extra Recess	Popcorn and Movie	To be announced
	1					
	2					
	3					
	4					

My AR goal for the 1<sup>st</sup> nine weeks is \_\_\_\_\_ points. YTD goal is \_\_\_\_\_. I achieved \_\_\_\_\_% of my goal.

My AR goal for the 2<sup>nd</sup> nine weeks is \_\_\_\_\_ points. YTD goal is \_\_\_\_\_. I achieved \_\_\_\_\_% of my goal.

My AR goal for the 3<sup>rd</sup> nine weeks is \_\_\_\_\_ points. YTD goal is \_\_\_\_\_. I achieved \_\_\_\_\_% of my goal.

My AR goal for the 4<sup>th</sup> nine weeks is \_\_\_\_\_ points. YTD goal is \_\_\_\_\_. I achieved \_\_\_\_\_% of my goal.

My end of the year AR goal is \_\_\_\_\_ + 20 points. The total points needed to reach my year end goal is:

\_\_\_\_\_

\*\*\* Rewards are subject to change



**List 1**  
**1<sup>st</sup> 9 weeks**

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I  
at  
be  
this  
have  
from

**List 2**  
**2<sup>nd</sup> 9 weeks**

or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an  
each  
which  
she  
do  
how  
their  
if

**List 3**  
**3<sup>rd</sup> 9 weeks**

will  
up  
other  
about  
out  
many  
then  
them  
these  
so  
some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see

**List 4**  
**4<sup>th</sup> 9 weeks**

number  
no  
way  
could  
people  
my  
than  
first  
water  
been  
called  
who  
oil  
sit  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 5**  
**1<sup>st</sup> 9 weeks**

over  
new  
sound  
take  
only  
little  
work  
know  
place  
years  
live  
me  
back  
give  
most  
very  
after  
things  
our  
just  
name  
good  
sentence  
man  
think

**List 6**  
**2<sup>nd</sup> 9 weeks**

say  
great  
where  
help  
through  
much  
before  
line  
right  
too  
means  
old  
any  
same  
tell  
boy  
follow  
came  
want  
show  
also  
around  
form  
three  
small

**List 7**  
**3<sup>rd</sup> 9 weeks**

set  
put  
end  
does  
another  
well  
large  
must  
big  
even  
such  
because  
turn  
here  
why  
ask  
went  
men  
read  
need  
land  
different  
home  
us  
move

**List 8**  
**4<sup>th</sup> 9 weeks**

try  
kind  
hand  
picture  
again  
change  
off  
play  
spell  
air  
away  
animal  
house  
point  
page  
letter  
mother  
answer  
found  
study  
still  
learn  
should  
America  
world

August: \_\_\_\_% October: \_\_\_\_% December: \_\_\_\_% March: \_\_\_\_% May: \_\_\_\_%



**List 9**  
**1<sup>st</sup> 9 weeks**

high  
every  
near  
add  
food  
between  
own  
below  
country  
plant  
last  
school  
father  
keep  
tree  
never  
start  
city  
earth  
eyes  
light  
thought  
head  
under  
story

**List 10**  
**1<sup>st</sup> 9 weeks**

saw  
left  
don't  
few  
while  
along  
might  
close  
something  
seem  
next  
hard  
open  
example  
begin  
life  
always  
those  
both  
paper  
together  
got  
group  
often  
run

**List 11**  
**2<sup>nd</sup> 9 weeks**

important  
until  
children  
side  
feet  
car  
mile  
night  
walk  
white  
sea  
began  
grow  
took  
river  
four  
carry  
state  
once  
book  
hear  
stop  
without  
second  
late

**List 12**  
**2<sup>nd</sup> 9 weeks**

miss  
idea  
enough  
eat  
face  
watch  
far  
Indian  
real  
almost  
let  
above  
girl  
sometimes  
mountains  
cut  
young  
talk  
soon  
list  
song  
being  
leave  
family  
it's

August: \_\_\_\_% October: \_\_\_\_% December: \_\_\_\_% March: \_\_\_\_% May: \_\_\_\_%



**List 13**  
**3<sup>rd</sup> 9 weeks**

body  
music  
color  
stand  
sun  
questions  
fish  
area  
mark  
dog  
horse  
birds  
problem  
complete  
room  
knew  
since  
ever  
piece  
told  
usually  
didn't  
friends  
easy  
heard

**List 14**  
**3<sup>rd</sup> 9 weeks**

order  
red  
door  
sure  
become  
top  
ship  
across  
today  
during  
short  
better  
best  
however  
low  
hours  
black  
products  
happened  
whole  
measure  
remember  
early  
waves  
reached

**List 15**  
**4<sup>th</sup> 9 weeks**

listen  
wind  
rock  
space  
covered  
fast  
several  
hold  
himself  
toward  
five  
step  
morning  
passed  
vowel  
true  
hundred  
against  
pattern  
numeral  
table  
north  
slowly  
money  
map

**List 16**  
**4<sup>th</sup> 9 weeks**

farm  
pulled  
draw  
voice  
seen  
cold  
cried  
plan  
notice  
south  
sing  
war  
ground  
fall  
king  
town  
I'll  
unit  
figure  
certain  
field  
travel  
wood  
fire  
upon

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 17**  
**1<sup>st</sup> 9 weeks**

done  
English  
road  
half  
ten  
fly  
gave  
box  
finally  
wait  
correct  
oh  
quickly  
person  
became  
shown  
minutes  
strong  
verb  
stars  
front  
feel  
fact  
inches  
street

**List 18**  
**1<sup>st</sup> 9 weeks**

decided  
contain  
course  
surface  
produce  
building  
ocean  
class  
note  
nothing  
rest  
carefully  
scientists  
inside  
wheels  
stay  
green  
known  
island  
week  
less  
machine  
base  
ago  
stood

**List 19**  
**2<sup>nd</sup> 9 weeks**

plane  
system  
behind  
ran  
round  
boat  
game  
force  
brought  
understand  
warm  
common  
bring  
explain  
dry  
though  
language  
shape  
deep  
thousands  
yes  
clear  
equation  
yet  
government

**List 20**  
**2<sup>nd</sup> 9 weeks**

filled  
heat  
full  
hot  
check  
object  
am  
rule  
among  
noun  
power  
cannot  
able  
six  
size  
dark  
ball  
material  
special  
heavy  
fine  
pair  
circle  
include  
built

**August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%**





**List 21**  
**3<sup>rd</sup> 9 weeks**

can't  
matter  
square  
syllables  
perhaps  
bill  
felt  
suddenly  
test  
direction  
center  
farmers  
ready  
anything  
divided  
general  
energy  
subject  
Europe  
moon  
region  
return  
believe  
dance  
members

**List 22**  
**3<sup>rd</sup> 9 weeks**

picked  
simple  
cells  
paint  
mind  
love  
cause  
rain  
exercise  
eggs  
train  
blue  
wish  
drop  
developed  
window  
difference  
distance  
heart  
site  
sum  
summer  
wall  
forest  
probably

**List 23**  
**4<sup>th</sup> 9 weeks**

legs  
sat  
main  
winter  
wide  
written  
length  
reason  
kept  
interest  
arms  
brother  
race  
present  
beautiful  
store  
job  
edge  
past  
sign  
record  
finished  
discovered  
wild  
happy

**List 24**  
**4<sup>th</sup> 9 weeks**

beside  
gone  
sky  
grass  
million  
west  
lay  
weather  
root  
instruments  
meet  
third  
months  
paragraph  
raised  
represent  
soft  
whether  
clothes  
flowers  
shall  
teacher  
held  
describe  
drive

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 25**  
**1<sup>st</sup> 9 weeks**

cross  
speak  
solve  
appear  
metal  
son  
either  
ice  
sleep  
village  
factors  
result  
jumped  
snow  
ride  
care  
floor  
hill  
pushed  
baby  
buy  
century  
outside  
everything  
tall

**List 26**  
**1<sup>st</sup> 9 weeks**

already  
instead  
phrase  
soil  
bed  
copy  
free  
hope  
spring  
case  
laughed  
nation  
quite  
type  
themselves  
temperature  
bright  
lead  
everyone  
method  
section  
lake  
iron  
within  
dictionary

**List 27**  
**2<sup>nd</sup> 9 weeks**

hair  
age  
amount  
scale  
pounds  
although  
per  
broken  
moment  
tiny  
possible  
gold  
milk  
quiet  
natural  
lot  
stone  
act  
build  
middle  
speed  
count  
consonant  
someone  
sail

**List 28**  
**2<sup>nd</sup> 9 weeks**

rolled  
bear  
wonder  
smiled  
angle  
fraction  
Africa  
killed  
melody  
bottom  
trip  
hole  
poor  
let's  
fight  
surprise  
French  
died  
beat  
exactly  
remain  
dress  
cat  
couldn't  
fingers

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 29**  
**3<sup>rd</sup> 9 weeks**

row  
least  
catch  
climbed  
wrote  
shouted  
continued  
itself  
else  
plains  
gas  
England  
burning  
design  
joined  
foot  
law  
ears  
glass  
you're  
grew  
skin  
valley  
cents  
key

**List 30**  
**3<sup>rd</sup> 9 weeks**

president  
brown  
trouble  
cool  
cloud  
lost  
sent  
symbols  
wear  
bad  
save  
experiment  
engine  
alone  
drawing  
east  
choose  
single  
touch  
information  
express  
mouth  
yard  
equal  
decimal

**List 31**  
**4<sup>th</sup> 9 weeks**

yourself  
control  
practice  
report  
straight  
rise  
statement  
stick  
party  
seeds  
suppose  
woman  
coast  
bank  
period  
wire  
pay  
clean  
visit  
bit  
whose  
received  
garden  
please  
strange

**List 32**  
**4<sup>th</sup> 9 weeks**

caught  
fell  
team  
God  
captain  
direct  
ring  
serve  
child  
desert  
increase  
history  
cost  
maybe  
business  
separate  
break  
uncle  
hunting  
flow  
lady  
students  
human  
art  
feeling

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 33**  
**1<sup>st</sup> 9 weeks**

supply  
corner  
electric  
insects  
crops  
tone  
hit  
sand  
doctor  
provide  
thus  
won't  
cook  
bones  
mall  
board  
modern  
compound  
mine  
wasn't  
fit  
addition  
belong  
safe  
soldiers

**List 34**  
**1<sup>st</sup> 9 weeks**

guess  
silent  
trade  
rather  
compare  
crowd  
poem  
enjoy  
elements  
indicate  
except  
expect  
flat  
seven  
interesting  
sense  
string  
blow  
famous  
value  
wings  
movement  
pole  
exciting  
branches

**List 35**  
**2<sup>nd</sup> 9 weeks**

thick  
blood  
lie  
spot  
bell  
fun  
loud  
consider  
suggested  
thin  
position  
entered  
fruit  
tied  
rich  
dollars  
send  
sight  
chief  
Japanese  
stream  
planets  
rhythm  
eight  
science

**List 36**  
**2<sup>nd</sup> 9 weeks**

major  
observe  
tube  
necessary  
weight  
meat  
lifted  
process  
army  
hat  
property  
particular  
swim  
terms  
current  
park  
sell  
shoulder  
industry  
wash  
block  
spread  
cattle  
wife  
sharp

August: \_\_\_\_\_% October: \_\_\_\_\_% December: \_\_\_\_\_% March: \_\_\_\_\_% May: \_\_\_\_\_%



**List 37**  
**3<sup>rd</sup> 9 weeks**

company  
radio  
we'll  
action  
capital  
factories  
settled  
yellow  
isn't  
southern  
truck  
fair  
printed  
wouldn't  
ahead  
chance  
born  
level  
triangle  
molecules  
France  
repeated  
column  
western  
church

**List 38**  
**3<sup>rd</sup> 9 weeks**

sister  
oxygen  
plural  
various  
agreed  
opposite  
wrong  
chart  
prepared  
pretty  
solution  
fresh  
shop  
suffix  
especially  
shoes  
actually  
nose  
afraid  
dead  
sugar  
adjective  
fig  
office  
huge

**List 39**  
**4<sup>th</sup> 9 weeks**

gun  
similar  
death  
score  
forward  
stretched  
experience  
rose  
allow  
fear  
workers  
Washington  
Greek  
women  
bought  
led  
march  
northern  
create  
British  
difficult  
match  
win  
doesn't  
steel

**List 40**  
**4<sup>th</sup> 9 weeks**

total  
deal  
determine  
evening  
hoe  
rope  
cotton  
apple  
details  
entire  
corn  
substances  
smell  
tools  
conditions  
cows  
track  
arrived  
located  
sir  
seat  
division  
effect  
underline  
view

August: \_\_\_\_% October: \_\_\_\_% December: \_\_\_\_% March: \_\_\_\_% May: \_\_\_\_%

## Greysbranch Elementary Supply List

### P1- Kindergarten

6 boxes **Crayola** Brand crayons – 8 Count packs only, 4 large glue sticks, 2 plain pocket folders – 1 red and 1 blue (no pictures on the front and please **no plastic**), 1 – 1 inch white binder with clear plastic cover for calendar notebooks, 1 box dry erase markers, Girls – 1 box quart size baggies, Boys – 1 box gallon size baggies

### P2-First Grade

#2 pencils, 24 count crayon, Scissors (2pairs), Stick glue, 3 ring binder, 3 two pocket Folders, Fine tip dry erase markers, Napkins, Primary Journal

### P3-Second Grade

#2 Pencils ,24 count crayons, Scissors, Glue Sticks, Pencil Box, Fine Tip Dry Erase markers, Napkins, Black 2” three ring binder, Notebook paper-wide rule

### P4-3<sup>rd</sup> grade

#2 Pencils, 24 Count Crayons, Scissors, White Liquid Glue, Glue Sticks, Colored Pencils, Pencil Box-Box must fit inside desk., 2 Pocket Folders (Solid Colors), Black Dry Erase Markers, 2-Packs of Notebook Paper (Wide Rule), 2-1 Subject notebooks (Wide Rule)

### 4<sup>th</sup> grade

Black & White marble composition notebook, 4- 3-prong pocket folders (1 green, 1 red, 1 blue, 1 yellow), Two-pocket take home folder (any kind), #2 pencils (Ticonderoga is preferred), Highlighter, Supply box or pouch, Dry erase markers, 24 count crayons, Colored pencils, Markers, Glue sticks, Scissors, Erasers, Protractor, Notebook paper (wide ruled), Headphones, Flash drive

### 5<sup>th</sup> grade

Pocket Folders with loose leaf paper labeled with the student’s name for each of the following subjects:  
Language Arts and Science

- 1 Notebook labeled “Social Studies”, 1 Notebook labeled “Writing”, 1 Notebook labeled “Reading”(Black and White marble composition book), and 1 Notebook labeled “Math”
- 1 Folder labeled “Take Home” for graded papers, homework, and notes home
- Pencils, Pencil Box that will fit in locker , hold art supplies and pencils, Art supplies: crayons or colored pencils, markers, glue, scissors, ruler, erasers, protractor, highlighter, Dry erase markers (for math class) , 2 packages of lined note cards (1 for math and 1 for language arts)

Any of these donations would be greatly appreciated by all grades

- Kleenex, Ziplock Baggies, Hand Sanitizer, Disinfectant Wipes, Dry erase markers, Paper towels,  
Backpacks with wheels are not allowed at GES

## **Family Resource Center**

**Phone 473-5267**

The goal of the FRC is to help meet the needs of all children and their families as a means to enhance student academic success. We believe every child should have the opportunity to do well in school. The activities of the Family Resource Center (FRC) are confidential so that everyone should feel free to ask for assistance.

The Greenup Family Resource Center is located at Greysbranch Elementary School. The center is open from 7:45 A.M. - 3:15 P.M., Monday through Friday, or by appointment. Call the FRC coordinator, Angie Elkins or Stephanie Chapman, FRC assistant, at 473-5267 for more information.

### **Volunteers**

The GES volunteer program provides support to instructional and extracurricular programs, capitalizing on the skills and interests of our volunteers.

Persons interested in participating in the volunteer program should contact the Family Resource Center. All volunteers are required to complete a criminal records check and sign a confidentiality statement on a yearly basis. All forms can be completed at the FRC located in Greysbranch Elementary.

### **Greenup County Schools Curriculum**

The content standards for the Greenup County Schools are available on the Greenup County Schools website under "Curriculum". The address is [www.greenup.k12.ky.us](http://www.greenup.k12.ky.us)

### **Progress Reports**

Primary and intermediate programs operate on a nine-week grading period. Mid term progress reports will be sent home at all grade levels. There will be a scheduled Parent/Teacher conference with each parent in the fall.

### **Promotion/Retention**

Promotion of a student in Grades 4 and 5 shall be determined by the teachers and the building Principal in accordance with criteria required by Policy 08.22

Retention may occur if the student fails to:

1. Make satisfactory progress in the class/subjects, based on such criteria as recorded grades/scores on tests, homework and projects and class participation points.
2. Progress satisfactorily on the academic expectations.
3. Parent(s) have been notified of the possibility of the student's retention by mid-year or as soon after mid-year as the teacher perceives the possibility of retention.

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

### **Medications**

Medication should be given at home when at all possible. Parents/guardians and health care providers shall complete the required forms before any person administers prescription medication to a student or before a student self-medicates (09.2241 AP21 – Permission Form for Prescribed or Over-the-Counter Medication). Prescription medications shall be administered only as prescribed on the physician/health care provider's written authorization. Prescription medications shall be sent to school in one (1) week increments unless otherwise approved by the Principal or designee. Parent/guardian shall have the ultimate responsibility to provide the school with an adequate supply of medication to enable the orders to be followed. All prescription medication, original or refill, should be sent to school in a pharmacy labeled container that includes the student's name, date, medication, dosage, strength, and directions for use including frequency, duration, and mode of administration, prescriber's name, and pharmacy name, address, and phone number. Changes in the dosage and/or times of administration must be received in the form of a written order from the physician/health care provider OR a new prescription bottle from the pharmacy indicating the change and a note from the student's parent/guardian. Nonprescription (over-the-counter) medications may be accepted on an individual basis as provided by the parent or legal guardian when a completed authorization to give medication form is on file. The medication should be in the original container, dated upon receipt, and given no more than three (3) consecutive days without an order from the physician/health care provider. Please anticipate these needs when taking your child to his/her physician and pick up the necessary form from the school office before the doctor visit. If medicine is to be given at school the physician can complete the form for you or fax it directly to the school: (Fax 473-6645)

### Head Checks

In all schools and public places the spread of head lice is a potential problem. We ask that you check your child's hair daily in order to prevent this from becoming a problem at Greysbranch.

## Greenup County Schools Attendance Policy

### • **Excused Absences/Tardies**

An excused absence or tardiness is one for which work may be made up, such as:

1. Death or severe illness in the pupil's immediate family; to include: spouse, children, stepchildren, parents, guardian, in-laws, siblings, and any other blood relative living in the student's home,
2. Illness of the pupil,
3. Religious holidays and practices;
4. College visits (3 days, seniors only),
5. Head lice (three days per year);
6. One (1) day for attendance at the Kentucky State Fair,
7. Documented military leave,
8. One (1) day prior to departure of parent/guardian called to active military duty,
9. One (1) day upon the return of parent/guardian from active military duty, or
10. Other valid reasons as determined by the Principal, including trips qualifying as educational enhancement opportunities.

### • **Excused Absences**

A maximum of five (5) absences per school year may be excused by a note from the student's parent/guardian. Absences exceeding five (5) days per school year may be excused by a physician's statement. All excuses shall be submitted to the school office within three (3) days of the absence in order to be excused.

### • **Unexcused Absences**

Absences beyond five (5) days per school year without a physician's statement, which are not excused by an emergency absence extension, shall be unexcused.

Students who have unexcused absences may be permitted, with Principal approval, to make up missed class requirements during supervised after-school study programs or by a method deemed appropriate by the school.

To view the entire attendance policy, go to: [www.greenup.kyschools.us](http://www.greenup.kyschools.us), click on Board Policies and Procedures, Policy 9.123.

### Visits to the School

The Greenup County School Board welcomes parents and citizens to visit Greysbranch and the other District schools. All parents and visitors are to enter the school through the main front entrance. Visitors must report to the office, sign-in and then wear a "Visitor" identification tag. Visits to a classroom must be pre-arranged with the teacher to minimize the disruption. If it is necessary for a parent to bring a book, lunch, coat, or deliver a message during school hours, he/she should come to the office. This service can be done through the secretary and prevent classroom interruption.

### School Hours

**(Subject to change)** Students checking into school after 7:45 AM or checking out before 3:00 PM will be considered tardy. We encourage **All students to be in the gym for morning assembly by 7:45 AM**

### Phone Messages

To limit class disruption, phone messages will be given to the teacher by office staff. We will not transfer calls to the teacher or student. If a parent needs to get a message to their child or child's teacher, a staff member will deliver the message to them.



## Transportation

Bus transportation to and from school is offered for all students living within the GES attendance area. Riding a bus is a privilege, not a right.

If a student's misconduct becomes so frequent or disruptive that the driver completes a written Bus Conduct report, then the most likely consequence will be a suspension from riding a school bus.

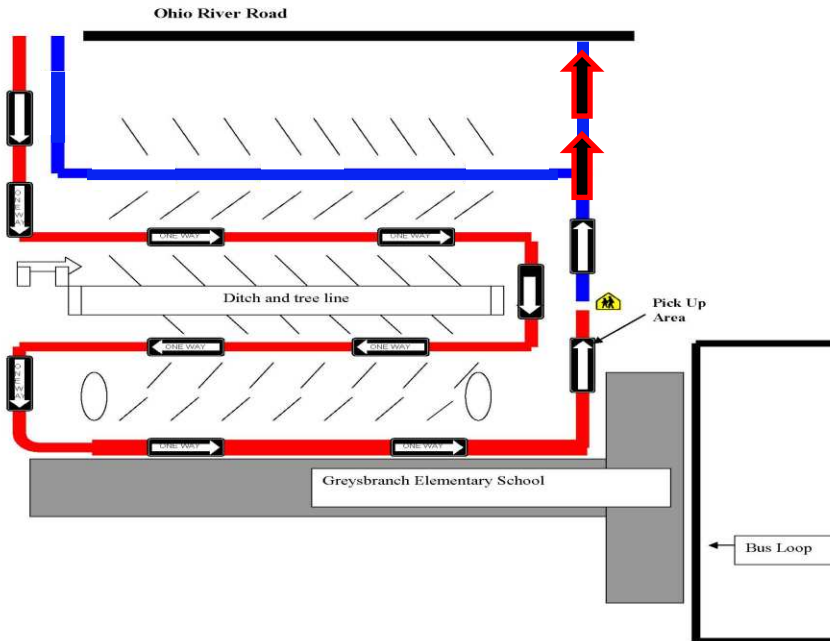
Parents must request, in writing, permission for their child to ride a different bus or get off at a different bus stop. The written requests must be approved in the school office then given to the bus driver.

Without this written request, the student will be placed on their regular bus and will get off at their regular stop.

**Students will be dismissed only to a person named on their pick up list or a parent. If it is necessary for another person to pick up the student, this will be permitted only with written permission from the parent/guardian. Due to safety issues we will not accept phone calls to add someone not on the pick-up list.**

## Drop-offs and Pick-ups

Parents bringing children to school are asked to drop them off at the main entrance of the school no sooner than **7:15 AM** and no later than **7:45 AM** (arriving after **7:45 AM** is recorded as a tardy). Parents picking students up at the end of the day may drive through the car loop that begins at the corner of the school (see drawing below). **Parents are asked not to begin lining up at the pick-up loop until 2:30 PM.** The lane in front of the school must be kept open for Emergency vehicles. **Anyone arriving earlier than 2:30 must remain in the parking lot closest to US23.** Please do not cut in front of vehicles that are waiting in the proper areas. Students will be sent out to the cars in order starting at 3:05 PM. Pick-up cards will be issued by request to parent/guardians at the beginning of the school year. The cards are to be displayed on the rear view mirror for quick identification of student(s) being picked up. By giving the card to another person you are giving permission for that person to pick up your child in the car loop. **Please advise others that may be picking up your child of the proper pick-up procedures.** If a card is ever lost or stolen please contact the school immediately so we can be aware of the situation. **Parents also have the option of waiting in the office and signing the pickup sheet. Starting at 3:05 PM students will be sent to the office in order of sign-out sheet. Parent signing students out are to remain in the main office**



Indicates traffic pattern.

## Homework

Homework assigned at Greysbranch may take a variety of forms and cover a variety of subject areas depending on classes students are in.

While the homework may take a variety of forms, the amount of time needed for students to complete daily assignments will be fairly consistent. (Keep in mind that teachers may not choose to give homework every day.) "Average" time required for students in the various levels to complete homework in all subject areas will be as follows:

P1-P2	10-20 minutes daily
P3-P4	20-40 minutes daily
4 <sup>th</sup> -5 <sup>th</sup>	30-60 minutes daily

Homework may be sent home each day of the week - Monday through Friday.

Daily work that has not been finished within class time is not considered homework and would require additional time.

If your child tends to finish homework more quickly or slowly than these times suggest, please monitor them to ensure that assignments are completed successfully and you may wish to conference with the teacher concerning any persisting difficulties your child is having with the assignments.

Teachers will provide opportunities for rewards and special privileges for those students who consistently turn in homework. These may vary from classroom to classroom.

Assignments are to be turned in when due. Late work must be turned in by the next school day to be accepted. Points may be deducted. Late work may not be accepted if not turned in the following school day.

Students who do not complete assignments may lose privileges at school.

Students who do not turn in their homework on a regular basis, may be referred to Homework Help. In addition, students who repeatedly do not turn in their homework will be subject to having parent/teacher/principal conferences or home visits.

School-Home Homework Contract (to be sent home in opening day packet)

Parent/Guardians: Please read and sign the following statement.

As a parent/guardian, I wish my children to get the best education possible and, therefore, will support the school's homework policy by:

1. Regularly monitoring my child's completion of homework and
2. Working cooperatively with my child's teacher to provide consequences for not turning in homework
- 3.

### Policy Concerning Toys and Electronic Devices

Students are not permitted to bring toys, electronic games or music devices to Greysbranch Elementary. The only exception to this will be special rewards or functions. The parents will be notified in advance that this and/or other events will be occurring so that proper arrangements can be made for the students to bring these items to school. Parents will either be notified in the weekly newsletter or a note from school personnel.

Consequences- if toys or electronic devices are brought to school at any other time without prior permission from the school personnel said item or items will be retrieved by school personnel and may only be picked up, in person, by the parent or legal guardian by end of school year. The item(s) will not be returned to the student.

We define toys and electronic devices as:

Toys: In addition to items commonly thought of as toys such as dolls, balls, trading cards, stuffed animals and cars, items such as jewelry, hats and key chains, etc.... that a child plays with, will be treated the same as a toy, if the child is playing with the item(s). (but not limited to the examples given)

Electronic Devices: Would be laptop computer, tape or CD players, game boys, cell phone, IPODs, MP3 players, and other handheld games. etc....(but not limited to the examples given)

**GES will not be responsible for lost, stolen or broken electronic devices.**

## **Discipline Plan**

**Goal:** To produce a discipline plan that will view the child as a complex individual who has behaviors, thoughts, and feelings. At the same time we must also recognize the child's relationship to the community, school and family. This discipline plan will treat children as social individuals who need to be nurtured, trained, allowed to mature and be respected. The discipline plan is designed to help students achieve their personal best. It is also designed to help students understand themselves and work within society's expectation

### **Objectives:**

- To improve student behaviors by explaining and reinforcing the school rules.
- To improve student behaviors by using positive reinforcement (personal best).
- To decrease the number of minor incidents among students and staff.
- To decrease the number of students which are sent to the office.

School rules and procedures will be modeled, taught and reviewed on a weekly basis by the Staff at Greysbranch Elementary.

### **School Rules**

Students will follow all directions given by staff (Complete all assignments, stay on task, stay in seat, walk, etc.).

- Students will use appropriate language and a calm, quiet voice tone (low inside voice, no cussing, no put downs, etc.).
- Students will keep hands and feet in the proper place at all time (No kicking, stomping, punching or touching others, etc.).
- Students will walk while inside the school building and be quiet while in the hallways.
- Students will respect people and their property.
- Students are not permitted to chew gum.

### **Specific Rules and Procedures**

#### **Hallway**

- Students are to walk on the right side of the hallways- 2<sup>nd</sup> block from the wall.
- Walk in a straight line.
- Keep hands and feet to yourself.
- No talking, students will remain quiet while in the hallways.
- When you get to a corner, stop and wait for the teacher to tell you to go.

#### **Classroom Rules**

- Raise your hand when you want to talk.
- Stay in your seat unless your teacher tells you to move.
- Always follow your teacher's directions.
- Keep your hands and feet to yourself.
- Do not argue. If there is a problem, raise your hand and tell your teacher.

#### **Recess**

Students are to remember to:

- Respect one another and self by using appropriate behavior.
- All rocks are to be left outside on the ground.
- Use the stairs on the slide
- Go down the slide on their bottoms, feet first
- Have only two at a time on the teeter- totter
- Get off of the monkey bars or jungle gym slowly and gently
- Sit only on the swings, keeping chains untangled. When finished swinging, slow swing down to a near stop before getting off.
- Gather Personal items when leaving playground

#### **Lunchroom**

- Stand in line behind the person in front of you.
- Keep hands and feet to yourself.
- No talking while in line.
- Respond courteously when addressed by cafeteria staff. When seated, use an "inside" voice. Do not yell.
- If you need help, raise your hand and wait for an adult.

- Use good manners.(please, thank you)
- No playing, throwing or sharing of food, cleanup any mess made.

Bookbags

- Must be small enough to fit completely within a 16" x 12" x 6" cubicle.

### GES Rules Matrix

School-Wide Expectations	All Settings	Hallways	Playground/ Recess	Cafeteria	Restroom	Arrival/ Dismissal	Assembly	Field Trips
<b>P</b> -positive attitude	- Listen Attentively	-Smile to greet others	-Include others	- Respond Courteously  - Keep all food with wrappers in the cafeteria	-Wait your turn	-Listen for dismissal	-Clap when appropriate  -Show school spirit	-have a positive attitude that allows for learning
<b>A</b> -always respectful	- Take pride in our school	-Stay quiet in the halls	-use equipment properly  - Wait your turn	- Use Manners (please and thank you)  - If help is needed, raise hand	-Flush toilet or urinal after use  - Follow area procedures	-Obey bus drivers  -be prepared for dismissal (gather all belongings)	-Sit quietly  -Focus on program  - Ask appropriate questions	-Represent our school positively  -Be courteous to others  -Care for fieldtrip site
<b>W</b> -work together	-Clean up messes	-when alone walk directly to your destination	-place trash in trash can	-Keep your area clean  - Use inside voice	-Keep area clean	-Go directly to your location	-Encourage others to participate  -Participate when appropriate	-Follow directions of staff and other adults
<b>S</b> -stay safe	- Keep hands and feet to self  - Walk when inside the building	- Always walk  - Walk on the right side  -Stop at each corner	-leave rocks alone	-Stand in single file  -Stay seated on bleachers  -Put coats and book bags on hangers	-Wash hands with a small amount of soap (push once)	-follow safety procedures in loading zone	-Stay in designated area  -Keep hands and feet to self  -Enter and exit mannerly  -Sit appropriately	-Stay with assigned adult

### **Rewards:**

One of the following rewards will be used weekly by the regular classroom teacher. These rewards are to praise the students who successfully follow the discipline plan. Students with zero check marks all week can earn... (Teacher discretion)

- Extra recess on Friday afternoon (15 - 30 minutes)
- Extra snack day
- Extra computer time.
- Extra Library time (free reading).
- Lunch with the teacher
- Popcorn party
- Book reading party

Students will have the opportunity to visit a weekly treasure box in the classroom to reward them for good behavior.

### **Other Consequences:**

1st. Offense: Warning - Talk with student. Focus on "What should you be doing right now?" Have the student verbalize the expectation.

2nd. Offense:(Yellow-primary, 1<sup>st</sup> check –Intermediate) 5 to 10 minutes of in-class time-out or 5 to 10 minutes of recess lost.(Primary 5 minutes, intermediate 10 minutes)

3rd. Offense:(Red-primary, 2<sup>nd</sup> check –Intermediate) 10 to 15 minutes of recess lost. Lunch seated away from class. Letter sent to parents. Letter must be signed and returned by a parent. Also students may be denied the privilege of buying snacks, pop or popcorn.

(Primary 10 minutes, intermediate 15 minutes)

4th Offense :(Gray-primary, 3<sup>rd</sup> check –Intermediate) All of recess lost. Parent called and a conference (phone or in person) will be conducted. If 4th offense occurs after lunch an in-class 30-minute time-out may be imposed.

5th Offense:(Black-primary, 4<sup>th</sup> check –Intermediate) Referred to the office for possible suspension, corporal punishment or In or After school Detention in accordance with the Kentucky guidelines for a safe and orderly school.

Each teacher will maintain daily check sheets. A check mark will be placed by the student's name that is not following or refuses to follow school rules. In a 5-day period if your child receives the "3rd Offense" 3 out of 5 days a parent conference will be required. At this time the teacher, student, and parent will develop a behavioral contract.

The classroom teacher will be responsible for maintaining current and up to date behavior records. The records will be kept in the classroom.

In rare cases a student may be required to have a parent/guardian accompany them on a field trip when that student's history of severe misbehavior shows the student poses a marked safety risk.

### **"Zero Tolerance"**

#### **Referral to the Office**

The following will result in the student(s) being sent to the Principal for immediate disciplinary action. Most likely consequences are suspension, and/or-corporal punishment or In or After school Detention (Principals' discretion and following due process)

1. Physical assault to peers or staff. (Example: fist fighting)
2. Verbal assault to staff. (Examples: I will kill you, I will black your eyes, I will get you later)
3. Destroying school property
4. Weapons, guns or knives on school property
5. Verbal harassment or threatening peers (sexual harassment included)
  - 1st. Offense: Contact parents for a conference with teacher, counselor and student.
  - 2nd. Offense: Suspension or corporal punishment
6. Stealing
  - 1st. Offense: Teacher/counselor/student conference. Parent contacted.
  - 2nd. Offense: Parent conference required
  - 3rd Offense: Suspension or corporal punishment

**Cheating:**

1<sup>st</sup> Offense: Teacher/counselor/student conference. Parent contacted. Retake test or redo homework/classwork at time designated by teacher.

2<sup>nd</sup> Offense: Teacher/counselor/student conference. Parent contacted. Zero on test/homework/classwork. Written assignment from teacher/counselor.

3<sup>rd</sup> Offense: Parent conference required. Zero on test/homework/classwork. Loss of recess as determined by teacher.

4<sup>th</sup> Offense: Suspension or corporal punishment. Zero on test/homework/classwork.

**Cheating defined by:**

1. Obtaining answers to tests, quizzes, classwork, or homework by looking at another student's paper.
2. Allowing another student to see and copy answers from your papers.
3. Talking or passing notes, information, or objects while taking a quiz or test.
4. Writing notes on your table, desk, pencil, etc. prior to receiving test or quiz.
5. Attempting to obtain or disseminate the content of a quiz or test of any kind prior to the quiz or test.
6. Copying another person's papers or reports and handing them in as your own.
7. Someone else doing homework/classwork for you and turning it in as your own.

All discipline referred to the office will be handled at the discretion of the Principal. In extreme circumstances if parents refuse to pick up their child when suspension has been imposed, local law enforcement agencies will be contacted. Proper charges will be filed at that time. Law enforcement officers will determine if Social Services should be contacted.

**Accelerated Reader**

- All students will have individual goals set and tracked by homeroom teacher. Students' with an IEP in reading will have goals set and tracked by special needs teacher and provided with modifications according to their IEP.
- The first goal will be set at the beginning of the year using the Star Reading Test. Each student will have a goal set for each 9 weeks.
- To obtain the end of the year reward, a student must exceed their fourth goal by 20 points.
- All teachers will use the AR Goal Setting Chart with the 30 minutes of daily practice guidelines to set each student's goals based on their reading level.
- Students will have a goal chart in their agenda book. This chart will show their goals, goal changes and progress in order to keep parents informed.
- At the end of each nine weeks, teachers shall take the new STAR reading level results and adjust each student's goal chart in their agenda book referring to the thirty-minute chart.
- No goals will decrease based on a drop in a STAR reading level.
- Students may be rewarded as they meet past goals but may not be rewarded early for future goals.
- Students will earn points according to the guidelines set by Accelerated Reader.
- Teachers and instructional assistants will be in charge of rewards.
- Students may have varying user names. (Students name plus a number. EX: Mbaker3). Teachers will have a copy of usernames.
- Teacher / Librarian may disapprove a student's choice of book based on reading level.
- Kindergarten students will participate in A.R. when they know all of the sight words, letters and sounds
- Kindergarten teachers set their students' goals and rewards.
- First grade students will be retested on kindergarten sight words at the beginning of the year. Students will not participate in Accelerated Reader until they master those sight words.
- Cheating:
  - If a student gets caught logged into someone else's account that student returns to 0 points. If a student is caught taking a test for another student or helping another student with test answers both will return to 0 points.
  - We reserve the right to have students take quizzes (or retake quizzes) in teacher's presence if there is a question about cheating.

**Applications for Change in School Assignment:  
Students Living Outside the Greysbranch Attendance Area Requesting Enrollment at  
Greysbranch**

“Application for Change in School Assignment” Form (Greenup County Schools Procedure 09.11 AP.22) must be used by resident students requesting assignment to a District school outside their attendance area/zone.

Requests for transfer to Greysbranch Elementary from another District school must be based on physical, psychological, or educational reasons. Family hardship may also be considered in changing school assignment. The Superintendent may at his discretion grant transfers to pupils from one school to another, in compliance with and as set forth by federal requirements, the District shall allow students to transfer to another District school if:

- Another school option exists and
- The assigned school is identified for school improvement under federal guidelines (priority for transfer will be given to the lowest achieving children from low-income families) or
- The assigned school is designated by the state as being “persistently dangerous”; or
- The student becomes a victim of a violent criminal offense, as determined by state law, while attending school.

Students living within the District will not be permitted to enroll in a school outside their geographic attendance zone/area if the class in which they would enroll meets or exceeds the maximum class size. If these students are enrolled in a class whose membership increases to exceed the maximum class size, they will be reassigned when class size permits in the school that serves his/her attendance zone. When other factors are equal, date of enrollment will determine order of assignment and reassignment.

Approval or disapproval at the school level shall be made by the principal. The principal shall consider the following factors before making a determination:

Academic Performance- Is the student progressing on grade level based on performance as indicated in teacher records.

Attendance- Has the student been referred to the District Director of Pupil Personnel for attendance issues? Has the student had excessive tardies or absences(five or more)?

Discipline- Has the student received any discipline referrals to the principal?

Class Capacity- Would this enrollment cause the class to exceed 24 students in the primary grades, 28 students in 4<sup>th</sup> grade classrooms and 29 students in 5<sup>th</sup> grade classrooms

**Schoolwide Title 1 Parent Involvement**

This policy and plan to implement it have been developed jointly and in agreement with parents of students enrolled at Greysbranch.

**Annual Meeting**

Greysbranch Elementary shall convene an annual Schoolwide Title 1 meeting at a time convenient for parents. Parents will be invited and encouraged to attend along with teachers, staff, and community members. At this meeting, parents will be informed about curriculum, SBDM committees, Parent-Teacher Organization, volunteers and other school programs, and their right to be involved in these areas. During the annual meeting, this Schoolwide Title 1 Parent Involvement Policy and Home School Learning Compact will be evaluated and modified. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Childcare and transportation will be provided, if necessary and requested.

**Parent-Teacher Communication**

Parent-teacher conferences will address curriculum and school performance profiles that show progress toward meeting local, state and national standards and will provide individual student results and interpretation of these results to parents. Written reports on individual student progress will be systematic and ongoing.

### Student Involvement

Greysbranch Elementary will involve students in generating parent interest by student participation in school programs.

### Community Involvement

Greysbranch Elementary will involve community members in the Schoolwide program through the following: Inviting community experts to discuss pertinent "topics of interest" at parent meetings and encouraging active participation in school programs, such as Read Aloud Day, Grandparents Day, and Career Day.

## **Greenup County Schools Code of Acceptable Behavior and Discipline**

The Greenup County Board of Education requires high standards of personal conduct from each student to promote respect for the rights of others and to accomplish the purposes of the schools. The Board also requires compliance with established standards and rules of the district and the laws of the community, state and nation.

The central purpose of the school system is to educate each student to the highest level possible. To support the success of the educational program, the Board directs employees to hold each student accountable to Code standards in a fair manner. Compliance with the standards is necessary to provide:

- Orderly operation of the schools,
- A safe environment for students, district employees and visitors to the schools,
- Opportunities for students to achieve at a high academic level in a productive learning environment,
- Assistance for students at risk of failure or of engaging in disruptive behavior,
- Regular attendance of students, and
- Protection of property.

This Code applies to all students in the District while at school, on their way to and from school, while on the bus or other District vehicle, and while they are participating in school-sponsored trips and activities. The Superintendent/designee is responsible for its implementation and application throughout the District. The Principal is responsible for administration and implementation of the Code within his/her school in a uniform and fair manner without partiality or discrimination.

Each school/council must select and implement appropriate discipline and classroom management techniques necessary to carry out this Code and shall provide a list of the school's rules and discipline procedures in the school handbook.

Teachers and other instructional personnel are responsible for administering Code standards in the classroom, halls, and other duty assignment locations.

*This code establishes minimum behavior standards. Recognizing that each school, grade or class may require special provisions, school councils, administrators and teachers have full authority to make rules to enforce these standards in keeping with their areas of responsibility.*

### **Student Rights and Responsibilities**

#### **Students have the right to:**

- An appropriate and free public education.
- Receive academic grades based only on academic performance.
- Be kept informed as is reasonably possible of all rules, regulations, policies, and penalties to which they may be subjected and be assured of all due process rights.
- Personal safety and security while at school and school-sponsored activities.
- Involvement in school activities without being subjected to discrimination on the basis of race, national origin, marital status, sex, economic status, or handicapping condition.
- Present complaints or grievances to school authorities and receive authoritative replies from school authorities.
- Receive consultation or counseling in academic, personal, social and career related concerns.
- Protection of their personal property.



**Students have the responsibility to:**

- Attend school regularly and to arrive on time.
- Show consideration for the rights of others within the total school environment.
- Refrain from conduct that disrupts the educational process, creates disorder, or damages or destroys private or public property.
- Immediately report student threats to harm others to a teacher, counselor or school administrator.
- Give their best effort to tasks assigned by their teachers, coaches or other persons who work with them.

**Staff Rights and Responsibilities****School Staff has the right to:**

- Expect all students to complete assignments.
- Work in a positive school climate with a minimum of disruptions.
- The support of fellow staff members, administrators and parents.
- Safety from physical and verbal abuse.
- Take action in emergencies to protect their own person and persons in their care.

**School Staff has the responsibility to:**

- Maintain a professional attitude and behavior toward all students, parents, administrators, teachers and the Board of Education.
- Aid in planning a flexible curriculum which meets the needs of all students and which maintains high standards of academic achievement.
- Maintain an atmosphere conducive to learning with mutual respect and trust with appropriate discipline.
- Follow the policies, rules and regulations adopted by the Board of Education and/or school administration.
- Deal firmly, promptly, and consistently with disruptions or violations of board policy and school procedures, and if necessary, enlist the support of administrators.
- Provide adequate supervision for students in their care.
- Provide a learning environment free from harassment for students.

**Parent/Guardian Rights and Responsibilities****Parents/Guardians have the right to:**

- Rights as guaranteed by the Family Educational Rights and Privacy Act.
- Expect that any classroom disruptions will be dealt with fairly, firmly, and quickly.
- Access to all school rules and regulations and the consequences for violation of these rules and regulations.
- Participate in meaningful parent-teacher conferences to discuss their child's progress and welfare.
- Expect school personnel to notify parents/guardians of important news, especially as they relate to children.
- Address a question concerning their child to the proper authority and to receive a reply in a reasonable time period.

**Parents/Guardians have the responsibility to:**

- Accept their own role as the primary educators of their children.
- Instill in their child the values of an education, a sense of responsibility and a sense of respect.
- Understand and support school requirements, rules, and policies and to be knowledgeable of the consequences of violations by students.
- Communicate with their child concerning academic performance and behavior.
- Be familiar with the educational program and procedure.

**Responses to Student Misconduct**

This code is part of the Greenup County Board of Education's policy on student behavior and discipline. State and federal law requires special consideration and possible designation of alternative consequences when dealing with behavior and disciplinary issues involving students with disabilities.

The board has included samples of prohibited behaviors and response options to help the reader understand how the behavior standard will be enforced. Other behaviors not included in the examples may also be prohibited.

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p><b>I.</b> Minor student misbehavior which disrupts classroom procedures or interferes with the orderly operation of the school.</p> <p>Misbehavior which can usually be handled by an individual staff member but sometimes requires intervention of other school personnel.</p>	<ul style="list-style-type: none"> <li>• Inappropriate dress</li> <li>• Non-defiant failure to complete assignments</li> <li>• Failure to carry out directions</li> <li>• Failure to follow rules</li> <li>• Minor misbehavior on bus, or during school sponsored or endorsed activities</li> <li>• School tardiness</li> <li>• Possession of an electronic device</li> <li>• Failure to bring needed materials to class</li> </ul>	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.</p> <p>Repeated misbehavior requires a parent/teacher contact or conference with the appropriate school staff.</p> <p>Proper and accurate records of offenses and disciplinary actions are maintained by the appropriate staff and/or administrator.</p>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Special assignment</li> <li>• Counseling</li> <li>• Withdrawal of privileges</li> <li>• Time-out</li> <li>• Detention/I.S.S.</li> <li>• Verbal warning</li> <li>• Individual conference</li> <li>• Parent contact/conference</li> <li>• Confiscation of inappropriate materials</li> <li>• Referral to Family Resource Center, Youth Service Center (FRYSC) or other Student Assistance Program (SAP).</li> </ul>

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p><b>II.</b> Student misbehavior which increases in frequency or severity, disrupting classroom procedures or interfering with the orderly operation of the school.</p> <p>Also included in this level are misbehaviors which do not represent a</p>	<ul style="list-style-type: none"> <li>• Continuation of Level I misbehavior</li> <li>• Truancy</li> <li>• Gambling</li> <li>• Using forged notes or excuses</li> <li>• Disruptive behavior</li> <li>• Profanity/vulgarity</li> <li>• Disrespectful Attitude</li> <li>• Possession of pornographic</li> </ul>	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. Teacher's response includes documentation of misbehavior and notification is sent to administrator. The student is</p>	<ul style="list-style-type: none"> <li>• Continuation of Level I responses</li> <li>• Detention</li> <li>• Parental conference/contact</li> <li>• Referral to outside agency</li> <li>• Counseling</li> <li>• Corporal punishment (if included in SBDM policy and with parent permission)</li> <li>• Confiscation of inappropriate</li> </ul>

<p>direct threat to the health and safety of others, but whose educational consequences require an administrative response.</p>	<p>materials</p> <ul style="list-style-type: none"> <li>• Failure to bring needed materials to class</li> </ul>	<p>referred to the administrator for appropriate disciplinary action. The administrator meets with the student and/or teacher and effects the most appropriate response. A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.</p>	<p>materials</p> <ul style="list-style-type: none"> <li>• Alternative Educational Plan</li> <li>• Suspension</li> <li>• Referral to FRYSC or other SAP</li> </ul>
LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p><b>III.</b> Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of other in the school.</p>	<ul style="list-style-type: none"> <li>• Repeated Level II misbehavior</li> <li>• Vandalism</li> <li>• Theft , possession, sale of stolen property</li> <li>• Destruction of school property</li> <li>• Fighting</li> <li>• Threat/intimidation</li> <li>• Extortion</li> <li>• Use or possession of tobacco products</li> <li>• Harassment</li> <li>• Activating false fire alarm</li> </ul>	<p>The student is referred to administrator for appropriate disciplinary action.</p> <p>The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.</p> <p>The administrator meets with the student and notifies the parent about the student’s misconduct and resulting disciplinary action(s).</p> <p>School officials will contact appropriate law enforcement agency if necessary.</p>	<ul style="list-style-type: none"> <li>• Continuation of Level I and II responses</li> <li>• Corporal punishment (if included in SBDM policy and with parent permission)</li> <li>• Alternative Education Plan</li> <li>• Suspension</li> <li>• Parental conference</li> <li>• Referral to appropriate law enforcement agency</li> <li>• Saturday school</li> <li>• Expulsion</li> <li>• Replacement of damaged property</li> <li>• Referral to FRYSC or other SAP</li> </ul>

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p><b>IV.</b>            Serious misbehaviors which may result in violence to another's person or property, which pose a direct threat to the safety of others in the school or are a violation of the law.</p>	<ul style="list-style-type: none"> <li>• Continued or repeated Level III misbehaviors</li> <li>• Extortion/robbery</li> <li>• Bomb threat</li> <li>• Possession/use/transfer of dangerous weapons</li> <li>• Assault/battery</li> <li>• Arson</li> <li>• Furnishing/selling, possession and/or use of drugs or other controlled substances including alcohol (include "look alike" substances)</li> <li>• Sex offense</li> <li>• Possession/use of explosive devices</li> </ul>	<p>Administrators are required to follow a set of responses outlined by the Greenup County Board of Education.</p> <ul style="list-style-type: none"> <li>• Refer to emergency response action plan for procedures if necessary.</li> <li>• Follow due process as outlined by the disciplinary referral form.</li> <li>• The student is removed from the school environment by suspension. Parents are notified.</li> <li>• School officials will contact appropriate law enforcement agency and assist in prosecuting violator.</li> <li>• A complete and accurate report is submitted to the superintendent for consideration and possible board action.</li> <li>• Inform the student of counseling, therapeutic and/or other assistive programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental conference</li> <li>• Saturday school</li> <li>• Suspension from school and/or bus</li> <li>• Alternative Education Programs</li> <li>• Expulsion or other board action which results in appropriate placement</li> <li>• Referral to law enforcement agency</li> <li>• Make restitution for damages</li> <li>• Referral to FRYSC or other SAP</li> <li>• Referral for counseling or therapeutic services</li> </ul>

**Greysbranch Elementary  
Lower Primary Exit Criteria Policy**

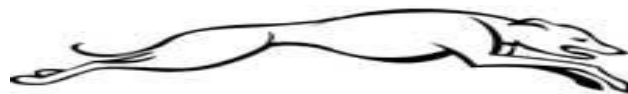
**(P1)Kindergarten Exit Criteria**

<u>Language Arts</u>	<u>Requirements</u>
Recognizes and names all the upper and lowercase letters of the alphabet in random order	52 of 52 letters
Identifies beginning and ending sounds	80% accuracy
Recognizes P1 sight words	80% mastery
Identifies rhyming words and can produce additional words that rhyme	80% accuracy
Spells kindergarten spelling words	80% accuracy for the year on spelling tests
<u>Writing</u>	
Writes upper and lowercase letters correctly from memory	80% accuracy
Writes first and last name from memory	100 accuracy
Copies a given sentence with accuracy (correct spacing and letter formation)	80% accuracy
Expresses opinions and ideas through drawings and writings.	Writing folder evidence
Writes a sentence using correct capitalization, spacing and punctuation.	80% accuracy
<u>Math Concepts</u>	
Identifies and names shapes: circle, square, triangle, rectangle, hexagon, cone, cube, sphere, cylinder	80% accuracy
Counts by ones and tens to 100	100 % accuracy
Writes numbers to 20	100% accuracy
Given a number 1-20, counts out that many objects	100% accuracy
Identifies numbers to 20 in random order	100% accuracy
Represents a number of objects with a written numeral 0-20	100% accuracy
Solves addition/subtraction stories by joining and separating sets of concrete objects (sums to 10/minuends up to 10)	80% accuracy
Composes and decomposes numbers 11 to 19 into ten ones and some further ones.	80% accuracy
Identifies greater than, less than and equal to using numbers to 20	80% accuracy
Describes and compares measurable attributes of objects, such as taller/shorter, smaller/bigger, etc.	100% accuracy
<u>Citizenship/Work Habits</u>	
Observes school/classroom expectations	Based on teacher observation
Works independently and accurately	Based on teacher observation
Demonstrates maturity level that will allow them to succeed in first grade	Based on teacher observation

**(P2)First Grade Exit Criteria**

<b>Language Arts</b>	<b>Requirements</b>
Identify the letter-sound correspondences and be able to sound out regular/nonsense 1 to 2-syllable words.	80% accuracy
<b>Recognize First grade sight words</b>	80% accuracy
Identify and pronounce initial, medial vowel, and final sounds in single-syllable words	100% accuracy
Identify final consonants/blends (/st/, /nd/, /rd/, /rm/, /ng/, /nk/)	80% accuracy
Identify short vowel sounds	100% accuracy
Identify long vowel sounds (CVCE, vowel patterns, /ai/, /ay/, /ee/, /ea/, /igh/, /ie/, /oa/, /ow/)	80% accuracy
Identify vowel diphthongs (/oi/, /oy/, /ow/, /ou/)	80% accuracy
Identify digraphs (/ch/, /sh/, /wh/, /th/, /tch/)	80% accuracy
Identify word families/rhyming words	80% accuracy
Identify story elements (characters, setting, plot, sequence of events)	80% accuracy
Identify author and illustrator	80% accuracy
Recognize the difference between books that tell stories and books that give information	80% accuracy
Identifies the main topic of a story	80% accuracy
Spells first grade spelling words	80% accuracy for the year on spelling tests
Recognize nouns (common, proper, possessive)	80% accuracy
<b>Writing</b>	
Writes legibly (proper formation of letters, proper spacing)	80% accuracy
Write 3 or more sentences relating to a topic with correct capitalization and punctuation	80% accuracy
Capitalizes Proper Nouns when writing (names of people, days of the week, months of the year) Write opinion, informative/explanatory, narrative text in which the student must name a topic	80% accuracy
<b>Math Concepts</b>	
Write 3-digit numbers correctly	100% accuracy

Counts by rote 1's, 2's, 5's, 10's, 100's	100 % accuracy
Count to 120	100% accuracy
Identify/extend number patterns	80% accuracy
Compares whole numbers (fewest, most, smallest, largest)	100% accuracy
Counts backwards from 10	100% accuracy
Understand the meaning of math symbols (+, -, =) in a math equation	100% accuracy
Addition and Subtraction facts 0 to 20	80% accuracy
Two-digit addition and subtraction facts 0 to 12 (without regrouping)	80% accuracy
Fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$	80% accuracy
Story problems – one step (addition and subtraction)	80% accuracy
Tells time to the hour and half hour	100% accuracy
Measures using length units (paper clips, etc.)	80% accuracy
Identify months of the year and days of the week	100% accuracy
Interprets charts, tables, and graphs	100% accuracy
Classify and categorize objects with one attribute	100% accuracy
Identify place value – tens and ones	100% accuracy
Compare whole numbers (greater than and less than)	80% accuracy
Compose and define attributes of two-dimensional shapes (rectangles, squares, trapezoids, triangles, circles) and three-dimensional shapes (cubes, rectangular prisms, cones, cylinders, and spheres)	80% accuracy
<b><u>Citizenship/Work Habits</u></b>	
Listens and follows directions	Based on teacher observation
Completes in class assignments in a timely manner	Based on teacher observation
Turns in homework	80% accuracy



*"Take time to think- It is the source of power. Take time to read- It is the fountain of wisdom."*

**(P3) Second Grade Exit Criteria**

Language Arts	<b>Requirements</b>
<b>Identify and determine the meaning of words in text (vocabulary).</b>	80% accuracy for the year on vocabulary tests.
<b>Read second grade text fluently and comprehend what is read.</b>	80% accuracy
<b>Recognize P3 sight words</b>	80% accuracy
Identify beginning, medial and ending sounds in words	80% accuracy
Identify beginning and ending consonant blends	80% accuracy
Identify long vowel sounds (CVCE, vowel patterns, /ai/, /ay/, /ee/, /ea/, /igh/, /ie/, /oa/, /ow/)	80% accuracy
Identify vowel diphthongs (/oi/, /oy/, /ow/, /ou/)	80% accuracy
Identify digraphs (/ch/, /sh/, /wh/, /th/, /tch/)	80% accuracy
Identify rhyming words in a story, poem, or song.	80% accuracy
Identify compound words	80% accuracy
Identify synonyms / antonyms	80% accuracy
Identify prefixes, suffixes, and base words	80% accuracy
Apply syllabication	80% accuracy
Identify and understand meaning and use of an apostrophe when forming contractions and possessives.	80% accuracy
Identify story elements (characters, setting, plot, problem/solution and sequence of events)	80% accuracy
Identify and differentiate between fiction and nonfiction	80% accuracy
Identify and differentiate between fact and opinion	80% accuracy
Identify the main idea in a passage	80% accuracy
Spells second grade spelling words	80% accuracy for the year on spelling tests
<b>Writing</b>	
Writes a paragraph with a topic sentence, 2 or more supporting sentences and a concluding statement or section with correct capitalization and punctuation	80% accuracy
Writes literary pieces with beginning, middle, end (personal narrative, transactive piece, reflective writing, etc.)	Writing folder will provide evidence
Capitalizes all proper nouns when writing	<b>80% accuracy</b>
<b>Math Concepts</b>	
Read, write and name 3-digit numbers correctly	100% accuracy
<b>Skip counts by 5's, 10's, and 100's to 1,000</b>	80 % accuracy
<b>Identify/extend number patterns</b>	80% accuracy
<b>Compares and order whole numbers (fewest, most, smallest, largest, greater than, less than and equal to)</b>	80% accuracy
<b>Single digit addition and subtraction facts</b>	80% accuracy
<b>Two and three-digit addition and subtraction with and without regrouping</b>	80% accuracy
Identify fractions: halves, thirds, and fourths	80% accuracy



Recognize and identify odd and even	80% accuracy
Generate fact families using inverse operations ( $4+2=6$ , $6-4=2$ )	80% accuracy
Solve word problems using dollar bills, quarters, nickels, and pennies by counting coins correctly.	80% accuracy
Tells time to the hour, half hour, and 5 minute intervals.	80% accuracy
Measures and estimates to the nearest inch, foot, yard, and centimeter and meter.	80% accuracy
Create and interprets line plots, picture graphs, and bar graphs.	80% accuracy
Identify place value – hundreds, tens and ones and show numbers in written form, drawn form, and expanded form.	80% accuracy
Use addition to find the total number of objects arranged in rectangular arrays.	80% accuracy
Identify and compose 2-dimensional and 3-dimensional shapes.	80% accuracy
<u>Citizenship/Work Habits</u>	
Observes school/classroom expectations	Based upon teacher observation and discipline charts
Works independently and accurately	Based upon teacher observation and discipline charts
Demonstrates maturity level that will allow them to succeed in third grade	Based upon teacher observation and discipline charts
Listens and follows directions	Based upon teacher observation and discipline charts
Completes in class assignments in a timely manner	Based upon teacher observation and discipline charts
Turns in homework	80% turn-in rate

*The best and most beautiful things in the world cannot be seen or even touched. They must be must be felt within the heart.*

*Helen Keller*

### 3<sup>rd</sup> grade Exit Criteria

<b>Reading</b>	<b>Requirements</b>
Knows the meaning of grade appropriate words and phrases	80% Accuracy
Use text features and search tools to locate information	80% Accuracy
Reads fluently and accurately/Grade level appropriate	
Provide examples of multiple meaning words	100% Accuracy
Identify and understand the meaning of various prefixes and suffixes. (dis-, mis-, re-, un-, -ly, -fully, -ful)	80% Accuracy
Describe characters and sequence of events	80% Accuracy
Determine the main idea of a text and recounts key details.	80% Accuracy
<b>Language Conventions</b>	
Demonstrates use of conventional English grammar	80% Accuracy
Demonstrates use of conventional English mechanics	80% Accuracy
Produce simple, compound, and complex sentences.	80% Accuracy
<b>Math</b>	<b>Requirements</b>
Solve problems using the four operations (addition, subtraction, multiplication, division)	80% Accuracy
Determines the unknown whole number in a multiplication or division equation	80% Accuracy
Solves two step word problems using the four operations	80% Accuracy
Uses place value to perform multi-digit arithmetic	80% Accuracy
Represents fractions on a number line	80% Accuracy
Demonstrates equivalent fractions	80% Accuracy
Compares two fractions with the same denominator	80% Accuracy
Tells and writes time to the nearest minute	80% Accuracy
Finds elapsed time	80% Accuracy
Measures and estimate liquid volumes and masses of objects	80% Accuracy
Determine area (plane figures)	80% Accuracy
Determine perimeter of polygons	80% Accuracy
Understands that shapes share attributes	80% Accuracy
Divides shapes into equal parts	80% Accuracy

<b>Citizenship and Work Habits</b>	<b>Requirements</b>
<u>Observes school/classroom expectations</u>	<u>Based upon teacher observations and discipline charts</u>
<u>Works independently and accurately</u>	<u>Based upon teacher observations and discipline charts</u>
<u>Demonstrates maturity level that will allow them to succeed in fourth grade</u>	<u>Based upon teacher observations and discipline charts</u>
<u>Listens and follows directions</u>	<u>Based upon teacher observations and discipline charts</u>
<u>Completes in class assignments in a timely manner</u>	<u>Based upon teacher observations and discipline charts</u>
<u>Turns in homework</u>	<u>Based upon teacher observations and discipline charts</u>