



Comprehensive Needs Assessment 2023 - 2024 School Report



Fayette County
Sara Harp Minter Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Stacie Coppola
Team Member # 2	Assistant Principal	Erik Falkenhagen
Team Member # 3	Counselor	Kristen Bogumill
Team Member # 4	Technology Specialist	Richard Dierkes
Team Member # 5	Special Education Resource Teacher	Laura Neal
Team Member # 6	Pre Kindergarten Teacher	Michelle Hudson
Team Member # 7	Kindergarten Teacher	Carrie Bowen

Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Kristi Soong
Team Member # 2	2nd Grade Teacher	Heather Whitlock
Team Member # 3	3rd Grade Teacher	Wendy Butler
Team Member # 4	4th Grade Teacher	Jo Elen Mills
Team Member # 5	5th Grade Teacher	Katy Phillips
Team Member # 6	Media Center Teacher	Amanda Lane
Team Member # 7	Early Intervention Program	Sandra Turner
Team Member # 8	Early Intervention Program	Vicki Bishop
Team Member # 9	Instructional Coach	Jemika Hill
Team Member # 10	Specials Representative	John Miller

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	PTO President and Board Members	Jennifer Pakiz, Amanda Underwood, Amanda Daluga, Nikki Richards, Francis Lasalle, Brittany Soles, Camara Alston
Stakeholder # 2	Lisbon Church	Jeff Durham
Stakeholder # 3	PBIS Parent	Mitzi Warstler
Stakeholder # 4	School Council	Lynn Anne Raabe
Stakeholder # 5	School Council	Adam Macke
Stakeholder # 6	School Council	Chelsea Lundberg
Stakeholder # 7	School Council	Anna Rector
Stakeholder # 8	School Council	Vicki Bishop/Kristi Soong

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All stakeholders are welcome to provide suggestions or feedback at any time during the process. All data is reviewed and shared during offered meetings. Information is also shared through Infinite Campus emails, teacher/administrator newsletters, a School Council website, the school website, social media sites, and through Schoology.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	✓
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	✓
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	✓
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	✓
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Data is collected at various times throughout the year to make needed adjustments and move forward. We looked at teacher feedback from grade level meetings, action team meetings, Lighthouse meetings, Leadership meetings, and parent/staff feedback from surveys. The team uses a variety of perception data including: Georgia School Climate Surveys (students, parents, and staff), Survey data for parents and staff members, Leader in Me MRA (Measurable Results Assessment) Survey for 4th & 5th grade students, Student-led Conference Survey, SWIS data, PBIS data, STAR math, STAR Reading, MTSS data/notes, and Leadership meeting notes.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The perception data supports our current academic and school environment goals. Perception data indicates the following trends: parent attendance at parent conferences, student-led conferences, and curriculum nights is high, consistency of beliefs across the school is evident, grade levels collaboratively plan weekly during professional learning communities, grade levels need to continue to look at student data to continue student growth and utilize student data to inform and adjust instructional needs, professional learning should be based on needs of students and staff members and provided/organized by the administrative team/district leadership. Overall, parents like and support Minter but parents feel that the school could be more welcoming and supportive. We note that this may be due to COVID protocols in place during the first half of the 2021-2022 year. We will continue to work in this area in 2023-2024. An ongoing MTSS process supports the needs of students, school-wide procedures integrating PBIS and LIM are evident across all settings in the school, an area of continued improvement is that teachers help students set goals. This data tells us that we are on the right path towards successfully achieving our goals. This data allows the school to determine next steps, areas of improvement, and areas of strength.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>As we continue to strive to reach our goals, there are a multitude of measures that we look at. For grades 3-5, we use the Georgia Milestones scores, along with their STAR Reading and STAR math scores. For grades K-2, we look at their DIBELS, STAR Math and STAR Reading. In Kindergarten we use data from the GKIDS assessments. In all grade levels we use data derived from formative, summative and common assessments.</p> <p>At Sara Harp Minter there are a number of opportunities given to the students</p>

	for in/after school participation. Students have opportunities, such as chorus, Science Olympiad, running club, orchestra club, Math Bowl, Good News Club, Rainbows, counseling, and many more. Parents participate in curriculum nights, open houses, and student-led conferences, data nights and (new this year) scheduled opportunities for conversations with the principal/assistant principal.
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	<p>Our data allows the team and teachers to understand where a student currently is academically and where they need to be. We are able to provide interventions based on what the data shows. The data also provides us with the guidance in developing our yearly goals and School Improvement Plan. We have had positive feedback from our stakeholders regarding the desire to be involved at Minter. However, data from our survey indicates that there is a need for a more systematic partnership with parents in creating a home school connection. It would help if we provided more parent nights to engage parents in the academic process/programs so they can provide appropriate and adequate support to the children at home. Our community has voiced that they would like more development in their ability to support their child/children at home.</p> <p>Process Data indicates that Minter has a systematic school-wide: Safety Plan, PBIS plan, LIM philosophy and initiatives with common language across all settings, MTSS process, and consistent parental support. Minter has a MTSS/Behavior interventions in place that assists students and teachers in creating a supportive learning environment. Staff members receive opportunities for professional learning based on school needs, designated weekly Professional Learning Communities with an Instructional Coach and/or Administrator, and monthly MTSS meetings. Continued areas of growth for students and teachers: Students will be empowered to take ownership of their own learning by monitoring their own progress towards personalized WIGs (Wildly Important Goals). Students will take ownership of their own learning by working independently or collaboratively to solve real world problems that focus on creativity, critical thinking and decision making.</p>
What achievement data did you use?	When looking at achievement, we look at the previous years' and the current year Milestones, Reading Inventory (transition to STAR Reading for 2023-2024), STAR Math, and DIBELS, AMP ELA Common assessments, GCA Science/Social Studies assessments as well as academic area common/formative/summative assessments. Our leadership team also used the data from each of the five categories of the Needs Assessment to determine the greatest area of need within our school. In addition, we analyzed day to day formative data, MTSS intervention data, PBIS/behavior data, as well as any survey data that we have collected.

What does your achievement data tell you?	<p>Our 2022 Milestones data indicates that Minter students increased performance in the following areas: Grade 3 ELA/Math, Grade 4 performance level 4 in ELA, Grade 4 Math, 5th grade ELA and Math. Overall performance notes that Minter met/exceeded our 2022 SIP goals for growth in ELA/Math in all but one area (4th ELA). However, it is important to note that while we did not meet the set 2% increase, the number of students achieving at level 4 on the EOG Milestones (4th ELA) increased from 15% in 2022 to 26% in 2023. Data also indicates that 80% or more of all students in grades 3-5 are reading on or above grade level (with 86% in 3rd grade and 87% in 5th grade).</p> <p>In 4th and 5th grades, Minter students showed growth in writing in the area of Idea Development, Organization, and Coherence. While 3rd grade did not demonstrate the same growth in this area, there was growth in the number of students who earned all 4 points for this performance indicator. As it was in 2022, Key ideas will continue to be an area of growth for 3rd grade while grades 3rd-5th will focus on the increasing the number of students who earn 3 and 4 points in the Language Usage and Conventions performance indicator. Reading Inventory data indicates that 75% of our students are performing at or above reading level. While this percentage remains consistent with ability during 2021-2022, it is important to note that the percentage of students scoring in the Advanced range has grown from 34% in 2021-2022 to 42% in 2022-2023. Reading Inventory data also indicates that grades 1-5 all experienced growth in those scoring proficient/advanced from 2021-2022 to 2022-2023.</p> <p>We will continue to monitor progress in all grade levels with a with noted focus in 2nd and 4th grades as both of these grade levels had 74% proficient/advanced. The implementation of the LETRS training is contributing to improvements in reading in grades K, 1 and 2 with growth noted in all areas. GKIDS data in Kindergarten indicates the need for growth in conventions of writing, communication of ideas, spelling, High Frequency, Words, Attention, Engagement, and Persistence as well as addition and subtraction. STAR math data indicates that 81% of students in 1st -5th are performing in the proficient/distinguished range. This performance indicator is way up from 55% in 2022-2023.</p> <p>We have had positive feedback from our stakeholders regarding the desire to be involved at Minter. However, data from our survey indicates that there is a need for a more systematic partnership with parents in creating a home school connection. It would help if we provided more parent nights to engage parents in the academic process/programs so they can provide appropriate and adequate support to the children at home. Our community has voiced that they would like more development in their ability to support their child/children at home.</p> <p>The achievement and nonacademic data has given us sub category areas to work on in reading, math, and climate. We will be creating goals based on those areas. The biggest area of concern for our school at this point is the fidelity of instruction in regards to the rigor of the standard. This year we will continue to implement biweekly Professional Learning Communities as well as monthly professional learning provided by district support staff. In addition, we will be intentional regarding our fidelity of use of the Instructional Framework as well as the use of High Leverage Instructional Strategies. These monthly professional learning sessions will center around a data driven, targeted focus identified through the use of school data. With these structures</p>
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	in place; including a PLC mission, vision, collective commitments, and goals, our entire staff gains focus on the action steps necessary to accomplish our goals. Minter Elementary would like to maintain the high performance levels that our achievement data shows. We will continue to make growth in Language Arts and Math by focusing on high impact instructional strategies that focus on students' individual needs through differentiated instruction based on weekly PLC data meetings.
What demographic data did you use?	Demographic data utilized includes: Infinite Campus Reports, FTE Reports, Attendance Reports, Enrollment data, Milestones subgroup data.
What does the demographic data tell you?	We are able to determine the culture and needs of of students who are coming to our school. We are able to identify students who have frequent tardies and absences, along with the percentage of students who receive free and reduced lunch. We are also able to determine the students who receive ESOL, EIP, Gifted and Special Education services. This allows us to pinpoint specific areas of need in our demographic subgroups which facilitates our instructional approach and academic expectations for all students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>On average Sara Harp Minter is operational as a whole with a notable increase in the number of categories in which we increased from operational to exemplary (1 area in 2021-2022 to 9 areas in 2022-2023). The MTSS process and team works well together with grade levels to identify needs for students. This is a strong process and very beneficial for teachers and students. We have implemented biweekly Professional Learning Communities which include the support of our instructional coach and principal. Through our Professional Learning Communities, grade levels have the opportunity to look at specific data, analyze the data and determine next instructional steps to successfully support student success. This process is a positive approach in supporting both teacher and student success. It is exciting to note that there was movement in many categories from Operational to Exemplary from 2021-2022 to 2022-2023.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Sara Harp Minter has a clear, established vision and mission to promote leadership and the growth mindset for all stakeholders. All staff members share leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team and the PBIS team. A comprehensive support system including the use of biweekly Professional Learning Communities supported by the Instructional Coach and Administrator to promote data driven decision making. Ongoing observation feedback from administrators is provided after formal and informal classroom visits. Next steps will include opportunities for differentiated professional learning for staff and increased opportunities for mixed group collaboration. Professional learning to promote MTSS, Leader in Me/PBIS initiatives. This will include a focus on embedded student supports throughout the school day, supporting the Tier 1 highly effective teaching strategies.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Positive trends in this area include the use of shared decision making teams including Action Teams, the Instructional Leadership Team/Lighthouse Team, the school Data Team, and the PBIS Team. Professional learning will be planned based on staff survey results, school goals, and analysis of various data. The Instructional Leadership team works alongside the administration and the Instructional Coach to provide valuable professional learning opportunities that coincide with the school vision and goals. Implementation of TKES and LKES standards to evaluate professional goals to ensure consistency when building teacher and leadership effectiveness. An area of need would be to allow for further differentiated professional learning opportunities to meet all staff members personal and professional needs. This continues to be an area of intentional focus for 2023-2024 in addition to the growth/building of professional capacity of our teacher leaders in the building. Another area of need is to monitor and evaluate the impact of professional learning on student achievement.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While the data indicates that Sara Harp Minter does a great job in communicating with and welcoming parents into our building, it conversely indicates that we struggle with supporting parents through the educational process. While this did improve tremendously last year, we will continue to work on developing the capacity of our families to use support strategies at home that will enhance academic achievement. This year we will increase our number of parent and student academic workshops along with a number of other events that encourage collaboration between the faculty and staff, parents, students and the community. We will continue to grow our programs to support family engagement.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Three times per year, we have our entire staff do peer observations through our POG groups. This provides excellent feedback for the teachers on classroom trends and student engagement. While the data indicates that our classroom teachers do an efficient job in providing a supportive and well-managed environment conducive for learning, we can focus on creating a more academically challenging learning environment. Sara Harp Minter provides a supportive learning environment conducive to learning through the use of the MTSS process, Leader in Me initiatives, PBIS initiatives, Leader in Me data notebooks, student goal setting and tracking, leadership roles, and community engagement activities. A continued goal for improvement is to differentiate instruction by offering DOK level choice boards, student empowerment, and project based learning opportunities, and increased level of rigor across all academic subject areas.</p>

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Demographic data has remained fairly consistent for the past three years. However, we have seen a slight increase in various subgroups. Overall Minter is relatively diverse with 12% Hispanic, 22% African American, 50 White, 4% Asian, 9% two or more races and 3% American Indian/Alaska Native/Native Hawaiian or Other Pacific Islander. Minter does have a growing percentage of gifted learners. As the one of the largest elementary schools in the district, Minter currently has an enrollment of nearly 800 students with 36 homeroom classes. In addition, Minter houses one site based program (Bridges) through Exceptional Children's Services. Minter is fortunate to have a supportive PTO and an involved parental group. The majority of our parents work full time jobs. Our staff remains committed to continuing to engage in professional learning surrounding cultural awareness/sensitivity in our efforts to meet the needs/close the achievement gap in our culturally and linguistically diverse student population.</p>
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>TBD</p> <p>As stated in the supportive learning environment section of this plan, the data from last year's milestone results indicated that we lost students who were exceeding in both math and reading. This is an indication that we are not challenging our students who have shown mastery on the standards. It is extremely valuable and necessary for us to continue to use pretest data on each of the identified essential standards, to help identify the needs of each of the students in the classroom. Students should be appropriately challenged to continue their growth. By using Webb's Rigor/Relevance Framework, along with the Fayette County Instructional Framework, we will work to move our students from acquisition and application to assimilation and adaptation.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>Sara Harp Minter has extremely effective programs in place to help identify and provide needs for our special populations. Each month our Assistant Principal meets with grade levels and EIP teams to identify students who are struggling to meet the essential learning targets. Our EIP team then steps in to provide the support these students' need. If entitlement is necessary, we have a phenomenal special education team who works closely with administration</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	and the general education teachers to provide additional tier 3 support. We look closely at the schedule to ensure that all students still receive tier 1 and tier 2 instruction with their classroom teacher. In terms of our ELL population, our EL teacher provides support to her students by working closely with the general education teacher to provide push in support or pull out support when necessary. Both of our counselors work closely with our economically disadvantaged students and their families to provide basic needs to help them feel safe and secure. Sara Harp Minter has a solid, inclusive culture and vision for student academic learning. Through the implementation of Leader in Me and PBIS we have established a unified, cohesive school-wide operating system. Our staff shares leadership decision making opportunities through the effective use of Action Teams, the Instructional Leadership Team, the Data Team, and the PBIS team.
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Challenges	Sara Harp Minter is one of the largest elementary schools in the district, which by nature can cause many challenges. Our LEA representative is split between us and another building, and the caseload alone at our school demands more time than 50%. The increasing needs of the students is a challenge as well, because children are coming to us with more and more trauma, and with the recent experience with the COVID 19 pandemic, coupled with the fact that many students missed out on face to face connections with our teachers, is going to make it more of a challenge, especially for these groups of students. Due to being a larger school, we tend to have larger class sizes at all grade levels, especially in 4th and 5th grades. This causes a larger range of abilities in each classroom. A priority for the 2023-2024 school year will be the continued identification of potential gaps in student learning following the sudden shift to virtual learning during the Spring of 2020 and virtual/hybrid/concurrent instruction utilized throughout the 2020-2021 school year. In order to meet the needs of all learners, we must focus on consistently using common formative/summative assessment data to provide differentiated instruction.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision of solid Tier 1 instructional practices for all students with the availability to provide targeted instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 2

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision of solid Tier 1 instructional practices for all students with the availability to provide targeted
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Overarching Need # 2

Additional Considerations	instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 3

Overarching Need	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The team notes that these students would benefit greatly from fidelity in provision of solid Tier 1 instructional practices for all students with the availability to provide targeted instructional interventions for Tiers 2 and 3, all while monitoring feedback, setting goals, and collecting data on progress.
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Overarching Need # 4

Overarching Need	Improve school culture, climate and community connectedness for faculty, students and parents.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework. Fidelity in use of knowledge gained through LETRS training in grades K-3.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Others : Tier 1 instruction

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Tier 1 instruction

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing

Root Cause # 1

Root Causes to be Addressed	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Tier 1 Instruction

Additional Responses	Establishing a Professional Learning Community structure to ensure all of our teachers are in collaboration to provide high levels of learning and academic rigor for all students.
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Overarching Need - Improve school culture, climate and community connectedness for faculty, students and parents.

Root Cause # 1

Root Causes to be Addressed	Through increased collaboration in the home/school partnership while presenting parents ways they can assist their children academically outside of the school setting. Increase parent knowledge of school expectations, understanding of school data, and student goal setting.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Culture/Climate/Home & School Partnership

Additional Responses	
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School Improvement Plan 2023 - 2024



Fayette County
Sara Harp Minter Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Sara Harp Minter Elementary School
Team Lead	Stacie Coppola
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline and continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in ELA.
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework. Fidelity in use of knowledge gained through LETRS training in grades K-3.
Goal	During SY 2023-2024, we will increase the number of students who perform at level 3 and 4 by 2% in ELA as measured by the GA Milestones in grades 4 and 5. DIBELS performance (K-2) and STAR Reading performance (3rd) will increase by 2%.

Action Step # 1

Action Step	Integration of fundamentals of LETRS training for students in K-3.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation, classroom observations
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, teachers, instructional coach, district coordinators
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None
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Action Step # 2

Action Step	Monthly data driven professional learning focused on effective data-driven instruction and establishing a supportive/effective learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Principal, Assistant Principal, and teachers
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Benchmark testing in the Fall/mid-year/Spring, classroom observation, collaboration in PLCs
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	Teachers and administrators, district content coordinators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Continued implementation of bi-weekly Professional Learning Communities in ELA using student data to create and monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration with building administration, district/local school expectation
Method for Monitoring Effectiveness	Formative/summative/common assessments K-5, EOG Milestones 4-5, DIBELS K-2, STAR Reading 3-5, and GKIDS K data
Position/Role Responsible	District staff, administration, teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in math.
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
Goal	During SY 2023-2024, we will increase the number of students by 2% who perform at level 3 or 4 in Mathematics, as measured by the GA Milestones in grades 4 and 5. STAR math performance in grades 1-3 (proficient and distinguished) will increase by 2%.

Action Step # 1

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administration, Instructional Coach, district content coordinators
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continued implementation of bi-weekly Professional Learning Communities in Math using student data to create/monitor PLC goals that align with school/district strategic plan.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Professional Learning through the county math department with a focus on student engagement, Instructional Framework, standards mastery, instructional rigor and teaching standards to the appropriate Depth of knowledge (DOK) level.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, STAR Math 1-5, Savvas Diagnostics K-5, Successmaker K-5, formative/summative/common assessments
Position/Role Responsible	Teachers, administrators, Instructional Coach, district staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	SHMES has a strong in-house system of supports with targeted assistance for those who qualify based on state guidelines. While the supports are available for those who qualify, there remains a number of students who are falling short of this state guideline but continued improvement is necessary in terms of closing achievement gaps/demonstrating growth in writing
Root Cause # 1	Need for an established set of systems, processes, and procedures which promote academic achievement and growth for all students. Fidelity in implementation of Tier 1 instructional practices through the use of the Fayette County Instructional Framework.
Goal	<p>During SY 2023-2024, we will increase the number of students by 2% who perform at level 3 or 4 on the Extended Writing Task- language/conventions as measured by the GA Milestones writing and language domain in grades 4- 5.</p> <p>During SY 2023-2024, 80% of students in K-2 will score a 3 or 4 on the holistic post writing rubric.</p>

Action Step # 1

Action Step	Use of common formative and summative assessments as well as intermittent writing samples to determine areas of focus collectively and individually across all grade levels.
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric

Action Step # 1

Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None
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Action Step # 2

Action Step	Continued implementation of high leverage Tier I/Formative instructional practices and differentiation while following the Fayette County Instructional Framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Monthly professional developments focused on effective data-driven instruction/integration of writing across the content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teachers in grades 3 - 5 will use achievement level descriptors to assist in planning for standards mastery.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaboration/observation by administration in classrooms/during PLC time
Method for Monitoring Effectiveness	EOG Milestones 4-5, formative/summative common assessments K-5, student writing samples K-5, K-2 writing rubric
Position/Role Responsible	teachers, administrators, district content coordinators and local school instructional coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school culture, climate and community connectedness for faculty, students and parents.
Root Cause # 1	Through increased collaboration in the home/school partnership while presenting parents ways they can assist their children academically outside of the school setting. Increase parent knowledge of school expectations, understanding of school data, and student goal setting.
Goal	During SY 2023-2024, we will improve school culture, climate and connectedness for faculty, students and parents as measured by the 2023-2024 state and school-based climate surveys.

Action Step # 1

Action Step	Increase home/school parent partnership by increasing opportunities for parents to collaborate with the school through PTO events, curriculum, and Data Date nights.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Effective Support Systems PBIS Framework Leader in Me Framework PTO Collaboration School Council Principal Newsletter (weekly) Quarterly Principal Forum ("Coffee with Coppola") Increased Home/School Connection Data Date Nights School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys

Action Step # 1

Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Continued professional learning in the Conscious Discipline for all paraprofessionals and support staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys

Action Step # 2

Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Faculty and staff will establish behavior expectations to be taught to students at the beginning of the school year through both PBIS and The Leader in Me (with booster lessons throughout the year). The PBIS framework will be used to address student behavior and discipline.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	School Led Events (Veteran's Day, Black History Month, Holiday Events, School Musical Production), distribution of community/student surveys
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	paraprofessionals, district office, teachers, administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Partnership with parents to implement the Watch D.O.G.S. (Dads of Great Students) program.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement

Action Step # 4

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Number of parents who volunteer and their service hours
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all stakeholders
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Partner with teachers/counselors/social worker/parents to implement a strategic plan/collaborative effort to identify and address chronic absenteeism.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 5

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor student attendance data and follow local school/district protocol in following up on those who miss school.
Method for Monitoring Effectiveness	Increased satisfaction/trust/positive perception noted in parent/student/staff perceptions surveys Discipline and Attendance Data, State/School based climate surveys, LIM Measurable Results Assessment (MRA), PBIS Survey (TFI), District Based Surveys, State Health Survey, Parent participation in PTO/School Led events
Position/Role Responsible	all stakeholders
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Minter's instructional leadership team consisting of certified and classified staff met monthly throughout the year to review data, identify strengths, areas of improvement and goals for the future. Additionally, instructional leaders collaborated with team members each week to allow all stakeholders an opportunity to provide input throughout the planning process. Multiple surveys and feedback from parents, students, teachers, and community partners were utilized to gather additional feedback. We work closely with the PTO to secure funds to allocate to these needs. Our local school, school council is an additional source of collaboration/feedback. We are constantly seeking input from all stakeholders in our efforts to ensure we are all on the same page and working together to accomplish the goals we have set.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Sara Harp Minter Elementary School ensures through the interview process that only effective and highly qualified teachers are selected to teach at Minter. Certified teachers are observed, monitored, provided feedback and evaluated through the TKES evaluation system. Classified staff are monitored and provided feedback utilizing the district approved evaluation tools. Ongoing, targeted professional learning opportunities are provided for all staff members to improve instructional practices and increase student achievement. Differentiated instruction is emphasized based on the needs of all students to provide effective, rigorous and engaging instruction.
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	N/A

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	SHMES will offer a Meet the Teacher and a Curriculum Night opportunity to assist with transition. Our PK teachers also held an introductory session in April of 2023. This provided an opportunity to set the stage for PK, sharing the expectations of both students and parents.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Through the school's implementation of Leader in Me and PBIS, students will be immersed in character education. Leader in Me and PBIS focus on leadership skills, student empowerment, and positive behavior. The goal is to promote leadership opportunities and to empower students to take ownership of their own learning and behavior. Consistent expectations are provided for all students through the use of a common language and specific set of expectations across all school settings. Data has shown that the use of the Leader in Me initiatives in conjunction with the PBIS framework have decreased disciplinary incidents over the past three years.

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A
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Sara Harp Minter Elementary School

Family Handbook 2023-2024



Draft: Updates may occur as necessary

“Celebrating life, one child at a time.”

[Sara Harp Minter](#)

1650 Hwy.85 South Fayetteville, GA30215

Office: 770-716-3910

Fax: 770-716-3914

ASP: 770-716-3918

Stacie Coppola, Principal

Erik Falkenhagen, Asst. Principal

School Hours

7:10-2:20

7:40 Tardy Bell

Office Hours

7:00-3:30

Sara Harp Minter Elementary School

Family Handbook

2022-2023

"Celebrating life, one child at a time."

Vision:

It's All About the TEAM.

T—Trust Within

E—Echo our Greatness

A—Achieve High Levels of Learning

M—Mold Leaders

Mission/Purpose Statement:

At Sara Harp Minter, we collaborate to promote high levels of learning and leadership for all students.

Value Statements:

We believe:

*Everyone can be a leader

*Everyone has genius

*Change starts with me

*Educators empower students to lead their own learning

*We develop the whole person

Mascot: Blaze the Mountain Lion

Colors: Ruby, Navy, and Gold

www.saraharpminter.org

1650 Hwy.85 South

Fayetteville, GA 30215

Office: 770-716-3910

Fax: 770-716-3914

ASP: 770-716-3918

Dr. Stacie Coppola, Principal

Erik Falkenhagen, Assistant Principal

Sara Harp Minter Elementary School

Principal	Dr. Stacie Coppola
Asst. Principal	Erik Falkenhagen
Counselor	Kristen Bogumill
Counselor	Austin Venrick
Media Specialist	Amanda Lane
Secretary/Bookkeeper	Ivette Whitehead
Student Information Clerk	Laurie Winslett
Front Office Secretary	Sharon Cross
School Nurse	Donna Lawrence
ASP Coordinator	Shanesa Reeves
Café Manager	Tina Bowlden
Head Custodian	Barbara Wilson

Office Hours

7:00 am -- 3:30 pm

Staff Hours

7:00-3:00

ASP Hours

2:30 pm -- 6:30 pm

Fayette County Board of Education

770-460-3535

www.fcboe.org

Superintendent

Dr. Jonathan Patterson

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AFTER SCHOOL PROGRAM (ASP):

Sara Harp Minter offers an After School Program which operates from dismissal until 6:30 PM providing a safe, nurturing environment for our students. Space is limited and is offered on through a lottery process. SHME's ASP is accredited by the National School-Age Care Alliance (NSACA). **Please see the ASP Family Handbook for Registration and Fee Information, or call 770-716-3918.**

ARRIVAL AND DISMISSAL:

Arrival: We welcome your students to arrive at 7:10 a.m. For the safety of your children, **please refrain from arriving earlier as there is no supervision until 7:10 a.m. Please do not let students out of your car until staff is present to supervise the car line.** Car riders must enter through the front entrance as the side of the school is reserved for buses. The school day and instruction will begin at 7:40 a.m. Students are expected to be present in the building by this time or they will be considered tardy. **Students arriving after 7:40 a.m. must be checked into school by a parent in the front office.** The only exception to this policy is for days of extreme weather when the rain is impeding typical arrival procedures. On these days students will be excused through 7:50 a.m.

Car Lane Procedures - Following these procedures helps keep our children safe and traffic flowing smoothly. Please ensure that your child is prepared to exit the car as soon as your vehicle comes to a complete stop in the front of the school/drop off area.

Car Lane Drop-off:

- Follow the "S" curve of the parking lot.
- **Have students ready to exit the vehicle when you pull up to the drop off area (along the front sidewalk of the school).**
 - **hand carry items immediately available**

A quick and safe exit from the car keeps traffic moving. **Please note, our staff does not unbuckle students from car/booster seats or seat belts.**

- If students are unable to unbuckle themselves, we ask that parents park in the parking lot and use the crosswalk to escort their child to the front of the school.
- Students do not have to wait for an adult to open the car door in order to exit the vehicle. Students who are able may exit as soon as the car has stopped/staff are on duty.
- After your student exits the car, wait for the car in front of you to move forward before moving your car. **Please do not pull around cars unless a staff member directs you to do so in the car line.**
- **All students must exit vehicles from the passenger side. Exiting from the driver's side creates a safety concern and is not permitted.**
 - Parents/Guardians/Adults should remain in the vehicle. It creates a safety hazard when adults exit the vehicle.
- **At no time should a student get dropped off (alone) in the parking lot or bus loop area.**
- **At no time should a vehicle reverse against the flow of traffic in the car rider line.**
- **At no time should a parent/child cross the car rider traffic flow at an area other than the crosswalk.**

Student drop-off must adhere to the previously outlined procedure.

Arrival for Walkers:

Parents who reside within a .5 mile radius of Sara Harp Minter Elementary may walk their child/children to and from the school. In addition, staff members of WHS may walk their child/children to and from the school. All walkers must enter the school through the front doors. Walkers are not permitted to enter the school through the bus doors.

Whitewater High School Parking Lot:

Staff members of WHS are permitted to park in the WHS parking lot. There are no exceptions to be made for parents of SHMES children who are not WHS staff members.

Parking (for parents visiting the school):

- Park in one of the available parking spaces in the lot directly in front of SHMES. **Do not double-park behind parked cars or along the fire lane.**
- Use the crosswalk at the front of the school. Duty personnel will indicate when it is safe to cross.
- At no time are parents permitted to park in the bus parking lot, church parking lot, or parking lot behind the school when dropping off /picking up their child/children.

Arrival/Dismissal procedures/expectations will be followed consistently with all Minter families. There will be no exceptions to these procedures.

Dismissal begins at 2:20 p.m. and students must be picked up by 2:40 p.m. There are no supervision options for non-ASP students so it is critical that students are picked up in a timely manner. **Students picked up prior to 2:20 p.m. will be counted as an early dismissal and their attendance will reflect each instance.** Please note that students requiring an early dismissal must be checked out of school prior to 2:00. **All students must be picked up by 2:40 as there is no supervision for students beyond this time. There is no supervision option for non-ASP students.**

Dismissal for Walkers:

Parents who reside within a .5 mile radius of Sara Harp Minter Elementary may walk their child/children to and from the school. In addition, staff members of WWHS may walk their child/children to and from the school. All walkers must exit the school through the front doors. Walkers are not permitted to exit the school through the bus doors. **Parents of students who walk are asked to wait at the picnic area at the front of the school. Parents/guests are not permitted to wait at the picnic tables lining the bus loop sidewalk.**

Afternoon Pick up:

- Follow the "S" curve of the parking lot.
- Have the car rider card **prominently** displayed in the car windshield. **If a card is not present, you will be asked to park in the parking lot, enter the front office, and present your identification to the front office staff (even if you feel that we "know you"). This is for the safety of your child.**
- Please stay in line and wait for your child to be delivered to your vehicle. Do not exit the line until the vehicle in front of you leaves. Do not pull around other vehicles. Please keep the car rider card in the window of your vehicle until your child/ren have entered your vehicle.
 - Parents/Guardians/Adults should remain in the vehicle. It creates a safety hazard when adults exit the vehicle during afternoon pick-up.

Change in Transportation: At the beginning of the year, parents are asked to identify a student's usual dismissal procedure (bus, ASP, car, etc.). We will not change a child's mode of transportation unless we have a note or phone call from the parent (if change is made by phone, family password must be stated). **Under no circumstances will a teacher take a child's word regarding dismissal plans.**

- If the child's dismissal plans change from day to day, the parent must send a note to the teacher and to ASP (if applicable).
- If a student is going home with a friend, **the parents of both students must send a note to the teacher(s).**
- If you have a transportation change during the school day, you must call the front office at 770-716-3910 **before 1:45 p.m. All transportation changes must be made in writing or by phone call prior to 1:45 p.m.**
- **Do not email teachers or office staff regarding transportation changes. All changes must be made in writing or by phone call.**
- **Each family has a password for verification purposes for transportation changes made over the phone. Please make sure family members are aware of the password.**
 - **Adults must present a valid driver's license, passport or state issued ID card in order to check a student out/pick them up.**

Early dismissal: If your child needs to leave school early, please send a note to the teacher. Parents must come into the building to sign their child out from the office. Students are not signed out from the classroom. A photo ID and being listed on the student emergency card are required when checking out/picking up a child. **If we cannot verify the identity, your child will not be released. Teachers will not release students until notified by the office. We do not honor early dismissals between 2:00-2:20 due to the safety of our students.**

ATTENDANCE

Absences and Tardies:

A student is considered absent if s/he does not attend classes for at least one half of the official school day. If a student is scheduled to go to the clinic before 11:00 and needs to be picked up from school, the student will be marked absent for the day even if the parents do not come to pick up the student until after 11:00. In order for makeup work to be given, the absence must be excused. Absences are considered excused for illness, a death in the family, religious holidays, or a mandated court appearance. Students must bring a written excuse the day following the absence. If a child is going to be absent for three or more days, we encourage a parent to call the school by 8:00 a.m. and ask for makeup work. This work will be available for pickup in the office at the close of the school day. If the parent calls later in the day, there is a possibility that the work will not be ready until the next school day.

A student is considered tardy if s/he arrives in the building after the 7:40 a.m. bell. **If a student is tardy, the PARENT must check the student into school by signing in at the front office.** If a tardy is a result of a doctor or dental appointment, please provide a copy of the doctor/dentist excuse when signing your child in at the front office. We ask that you make every effort to see that your child is here on time since instructional time is so valuable.

Please read the attendance policy in the Fayette County Student Code of Conduct that encompasses the Compulsory Attendance Law. Below is the official Fayette County Public Schools Attendance Protocol for Unexcused Absences that became effective for the 2005-2006 school year.

Number of Unexcused Absences	Procedure
5 Cumulative Unexcused absences Per Semester	Ages 6-16 The school notifies parents by first class mail of the unexcused absences and a summary of consequences
7 Cumulative Unexcused absences Per School Year	Ages 14-17 The Attendance/Residency Officer will notify parents by letter concerning the attendance/driver's license law and a summary of consequences
10 Cumulative Unexcused absences Per Semester	Ages 6-16 The Attendance/Residency Officer will report violations to the Student Attendance Protocol Committee to determine if court action will be pursued for formal intervention

♦ After five (5) personal notes written by the parent/guardian for excused absences, the school administration may request appropriate medical documentation upon return to school for the purpose of validating the absences.

****All children enrolled for 20 calendar days or more in the public schools of this state prior to their seventh birthday shall become subject to the provisions of the compulsory school attendance law.***

SUMMARY OF CONSEQUENCES: ANY PARENT, GUARDIAN, OR OTHER PERSON WHO HAS CONTROL OF ANY CHILD WHO ON THE TENTH UNEXCUSED DAY OF ABSENCE PER SEMESTER, AND AFTER THE CHILD'S SCHOOL SYSTEM NOTIFIES THE PARENT, GUARDIAN OR OTHER PERSON WHO HAS CONTROL OF ANY CHILD, UPON EACH DAY'S ABSENCE FROM SCHOOL SHALL BE GUILTY OF A MISDEMEANOR AND COURT ACTION MAY BE PURSUED FOR FORMAL INTERVENTION.

Penalties: Subject to;

1. **Fine** – not less than \$25 and not greater than \$100.00
2. **Imprisonment** – not to exceed 30 days
3. **Community Service**, or any combination of penalties, at the discretion of the court.

Lawful absences (excused) are defined by the State Board of Education Rule 160-5-1-.10 Student Attendance:

- Personal Illness
- Death in immediate family
- Religious holiday
- Instances in which attendance could be hazardous as determined by the Fayette County School System
- Service as page in legislature
- Court Order
- Absence to vote in an election

BIRTHDAY / CELEBRATIONS

Birthdays are a special day and an important time to celebrate with classmates. However, we are experiencing a growing number of students with severe food allergies. **In order to be sensitive to the health needs of our students, we do not allow cupcakes/cakes or other birthday food items brought from home/purchased and/or delivered to the school.**

We would still love to celebrate your child's special day. If you would like an alternative idea for your child's birthday celebration, below are some suggestions. As always, please check with your child's teacher first to make sure your birthday plans fit into the class schedule.

- **School Ice Cream pass** for the class (\$15.00 for the entire class—can be purchased in the front office). Our ice cream has been approved to comply with the Smart Snack regulations from the Federal government. **Parents may provide store bought/package popsicles as a dairy free alternative.**
- **Party Favors**, such as stickers, pens, pencils, erasers, notepads, bubbles, etc.
- **Send in an autograph book** for each classmate to write a special birthday message to your child.
- **Donate a board game, puzzle, jump rope, ball**, etc. in honor of your child's birthday.
- Have the class work on a quick **community service project** together in honor of your child's birthday. Examples—write a letter to someone in the military or collect items to donate to a local charity.
- **Send in a t-shirt**, a stuffed animal, pillow case, etc. for the class to sign.
- Other ideas: please check with your child's teacher and share your ideas so we can add them to our list.

Balloons, flowers, etc. should not be delivered to school to celebrate a student's birthday or special event. **Due to severe staff/student allergies, latex balloons are not permitted in the building at any time.** Students should not wear any clothing or accessories that distract from the learning environment. Written invitations to birthdays or social events outside the school should be mailed unless every child in the class or every member of the same gender in the class receives an invitation. This policy is in effect to ensure that no child's feelings are hurt due to being left out of a special activity. Birthday invitations will be sent home to classmates for students who are currently enrolled in the homeroom class. We are unable to support provision of invitations for students who are not active members of the homeroom class.

BUS TRANSPORTATION

MOST STUDENTS RIDE SCHOOL BUSES TO AND FROM SCHOOL. TO RIDE A BUS IS A PRIVILEGE, AND A STUDENT IS REQUIRED TO BEHAVE IN AN ACCEPTABLE MANNER IN ORDER TO BE ALLOWED THIS PRIVILEGE. THE DRIVER MUST BE ABLE TO CONCENTRATE WITHOUT DISTRACTIONS AND STUDENT-RELATED PROBLEMS. BUS SAFETY RULES ARE PART OF THE FAYETTE COUNTY CODE OF CONDUCT. PLEASE REVIEW THESE SAFETY RULES WITH YOUR CHILD.

School bus drivers may assign students to seats. If further disciplinary action is necessary, the driver may refer students to the administration, and the administration may take further action. A bus driver should be considered "the" authority figure on the bus and should be treated in a respectful manner by the students. If a student continually fails to behave in a respectful and safe manner, the student will be denied the privilege of riding the bus. Students suspended from riding one bus may not ride another bus. The student is not suspended from school and is expected to attend.

BUS RULES

1. Being on time at the bus stop is essential. Each student should be at the bus stop five to ten minutes before the time the bus normally arrives.
2. Most school buses have a seating capacity of 66. Students are expected to sit three to a seat unless otherwise directed by the driver. The driver has the right to assign students to specific seats.
3. Students are expected to sit facing the front of the bus and to remain in their seats until the bus stops for unloading.
4. Students will be permitted to carry only books and other items related to school work which can fit in the student's lap. This includes musical instruments. Exceptions must be cleared with the bus driver.
5. No eating or drinking is permitted on the school bus.
6. The route will be run the same way each day. Exceptions may be made for rain or cold weather.
7. Students are permitted to talk in a normal tone while on the bus. Loud talking or screaming cannot be tolerated. Absolute silence will be enforced at all railroad crossings and hazardous intersections.
8. Students should always cross in front of, never behind, the bus.
9. Students should not open or close windows without permission from the driver.
10. Students should not behave in any manner that would jeopardize their safety.
11. Student expectations regarding personal devices and Chromebook usage will be enforced while on the bus. Appropriate digital citizenship is an expectation at all times.
12. The use of cell phones is not permitted while riding the bus.

CAFETERIA

Sara Harp Minter has a 'Point of Sale' program in the cafeteria, which allows parents to pay in advance for student lunches. Each student is assigned a PIN number that s/he enters into a keypad at the cafeteria cash register, and the price of the meal is deducted from the student's account. You will receive notification when the account is getting low. ***When paying for your child's lunch please place the check/cash in an envelope clearly marked with the student's name, teacher, PIN number, and amount enclosed.*** Another option for paying for lunch is MyLunchMoney.com. This is an online option for automatic payment into your child's lunch account. Go to www.MyLunchMoney.com for more information.

Students should not have charges in the lunchroom. A written notification of lunch debt will be sent to parents. If money is owed, the lunchroom will provide the child an alternative lunch. Students who have lunch charges will be denied the privilege of purchasing ice cream until their lunch charges are cleared.

Food allergies:

It is imperative that parents/guardians notify school personnel of food allergies specific to their child. Parents/Guardians are asked to notify the school nurse, the child's teacher, and the principal of any allergies specific to their child/children.

Breakfast: Due to low participation and cost of operations, SHMES will no longer implement a breakfast program for 23-24. This was a decision determined by the FCBOE School Nutrition Department.

Lunch program: A cafeteria lunch is available for student purchase on a daily basis. The menu is available on our school newsletter and website. Two entree choices and a salad option are available each day, along with a variety of side dishes. Extra milk and/or water may be purchased.

Students who wish to purchase additional a-la-cart items will be charged for those items.

CAFETERIA PRICES (per meal)	SY 2023-2024
Elementary Lunch	\$3.00
Adult Lunch	\$4.75
Reduced Price Lunch	\$0.40
Extra Milk	\$0.50
Ice Cream	\$1.00

[Meal Charge Policy \(click here\)](#)

CARE TEAM

The Fayette County CARE (**C**hildren **A**t **R**isk in **E**ducation) Team chaired by our school counselor is dedicated to helping our students and families who may need assistance both in and outside of the school setting. The CARE program also sponsors the Parent Enrichment Series, Systematic Training for Effective Parenting (STEP) classes for parents, and the tutoring/mentoring program. The school counselor can provide specific information to you about these programs.

CELL PHONES/GAMES/PERSONAL PROPERTY

Electronic devices and personal property such as games, toys, Pokemon Cards and similar items are not allowed in the school or on school buses. Book bags and other personal items may be subject to search. Please label all personal property with your child's full name. **At no time are cell phones allowed to be used on the school bus, on the playground, in the restroom, etc.** If you need to get an important message to your student during the day, please call the school and we will relay the message.

We recognize that cell phones have become a common tool for communication. However, they have also become a major distraction to the learning environment and are vulnerable to theft. We ask that you allow your child to carry a cell phone only if absolutely necessary. Students are allowed to carry cell phones to school. However, **phones must be turned off and stored in bookbags during school hours.** Phones may not be used to talk, take pictures, play games, record or text during school hours, including recesses. If a student violates the cell phone policy, they will have the following consequences:

- First Infraction - Students will have their cell phone taken away and returned at the end of the day.
- Second Infraction - Students will have their cell phone taken and locked up in the office until a parent can come to school to retrieve it.
- Third Infraction - Students will no longer be allowed to bring a cell phone to school until a parent conference with the teacher and/or principal is held.

Smart Watches must not be used during the school day for phone calls, text messaging, videos, music, etc. If a Smart Watch disrupts the learning environment, the teacher may ask the student to remove the watch to be placed in a safe location.

CHECKS AND MONEY

The school accepts personal checks for all activities or materials. Separate checks should be issued for each child and for each activity. School lunch checks must be issued separately. Ice cream money cannot be included in a check for lunches. There is a \$15.00 service charge for

each returned check. If a family has a returned check on file, all school transactions must be made in cash until the matter has been resolved. **After April 30, all financial transactions must be made using cash.**

CIVILITY POLICY

The Fayette County Board of Education has a civility policy to encourage positive civil and professional behavior between school system employees and citizens. All exchanges between employees and citizens are to be considerate, respectful and professional. Under no circumstances should unpleasant exchanges with inappropriate language take place in the presence of children. Please see Civility Policy in the Student Code of Conduct.

CLASS PARTIES

In an effort to provide a safe and healthy environment for all of our elementary students, **school parties and activities should emphasize activities (such as crafts or games) and limit refreshments and/or treats.** Room parents are expected to consult with the classroom teacher to determine if any students have food allergies or diet restrictions.

Classes have two parties each year—winter holiday and end-of-year. We do enjoy smaller celebrations for Valentine's Day and Egg Hunts/Spring Snacks. Parents may be asked to contribute money and or refreshments for these special occasions. We may invite parents to come and participate, but ask that **younger children and older siblings not attend (this does not include infants in a car seat and/or stroller).** Attention must be on the students and the younger/older children may prove to be a distraction.

CLINIC

Our clinic is staffed with a full-time Registered Nurse trained in basic First Aid, Red Cross lifesaving techniques, and CPR. If a child is injured or is too ill to be at school, we will contact you to pick up the child. It is imperative that the child be picked up in a timely manner. If we feel that the illness or injury is beyond our capabilities, we will immediately notify the parents and call the paramedics. We want our children to attend school as much as possible. Consult the School/Health Services section of the FCBOE Student Code of Conduct for information regarding the dispensing of medicine.

The purpose of the clinic is to assist students who become sick or injured while at school and to dispense medications prescribed by physicians. If your child has any special medical concerns, please notify the school in writing. **The clinic is not a medical facility. When contacted please make arrangements to pick up your child as soon as possible.**

Injury: Minor cuts, scrapes, or bruises will be treated in the clinic. Saline eye drops, antibiotic ointment, lotion to control itching (i.e. Calamine lotion), alcohol, peroxide, petroleum jelly (i.e. Vaseline), oral Benzocaine, (i.e. Anbesol), topical wound dressing (i.e. QR or Styptic Pencil), un-medicated throat lozenges/cough drops, and aloe vera are routinely used in the school clinic unless instructed differently by the parent/guardian. Any other more serious injuries will be reported to the parents.

Student Illness: Students with contagious infections need to stay home so as to not expose others. Be sure to call your doctor for treatment. If your child is home with a communicable illness, please contact the clinic so other students' parents/guardians may be alerted of symptoms. Students with a fever (Fever >100.4 degrees F or 38.0 degrees Celsius*) should stay home until there is NO fever for at least 72 hours (that is THREE FULL days of no fever WITHOUT the use of medicine that reduces fevers).

*Based on 4/16/2020 CDC Recommendations

In the event we believe your child has **head lice**, we will contact you to take your child home from school. For your child to return to school, you must provide documentation of proof of treatment such as a lotion box top or empty medication shampoo bottle. We request that your child stay home until treated and nits removed. Students must be cleared by the clinic to return to school. If head lice or nits are still identified, the child will be sent home again for further treatment and may be required to provide verification of a health department or health care provider visit before returning to school. If you find head lice in your child's hair, please notify the clinic immediately. **Impetigo:** Students should stay home if they have red, oozing blisters with yellow scabs on body or face. **Shingles and Scabies:** Students should stay home with itching and rash for 24 hours after treatment begins. Students must be under treatment and the lesions covered to return to school. If your child has **recurrent vomiting and/or diarrhea**, they must stay home. Children must be free of illness for 24 hours before returning to school. A child with bacterial **Pink Eye** (thick eye colored drainage and redness of whites of the eyes throughout) should stay home if eyes are red with cloudy or yellow drainage. Students may return to school after 24 hours of treatment.

Medications: In the event it is necessary to administer medication to a student during school hours, a parent/guardian must complete and sign a **School Medication Authorization** for all medications (prescription and over-the-counter) given at school. For prescription medications, a licensed, Georgia physician must also complete and sign the **School Medication Authorization or Health Care Plan** available on the website www.fcboe.org under School Health Services or from our school nurse. All over-the-counter medications and prescription medications must be FDA approved and in their original containers with unexpired dates and labeled in English. Prescription medications must be clearly labeled with the physician's name, medication's name, strength, dosage, date, time for administration, and dispensing pharmacy. Parent/Guardian must provide over-the-counter medications to the clinic. **All Authorizations and medication must be brought to the by a parent/guardian.** In the event that a parent/guardian can not bring the medication to school, it is the parent/guardian's responsibility to notify the school. The principal or clinic staff can give approval for the student to transport the medication and authorization to school.

Any student who needs to carry medication due to a life threatening condition (i.e. asthma, diabetes, or severe allergy), may be granted permission to carry the medication (such as inhaler, glucose tablet, EpiPen, or internal Insulin pump) on his or her person from the student's physician and parent/guardian.

School Medication Authorization or Health Care Plan.

Any student not complying with this policy and possessing any medication (prescription or over-the-counter medications) on the school campus shall be subject to discipline as set forth in the Fayette County Schools Student Code of Conduct.

Reasons Your Child will be Sent Home from School

1. **Fever >100.4 degrees F or 38.0 degrees Celsius - Students should stay home until there is no FEVER for at least 24 hours WITHOUT MEDICATION that reduces fever. Call your doctor if the fever is with pain, rash, weakness, vomiting or diarrhea..**

Students with the following symptoms should stay home for 24 hours and may not return until symptoms are resolved or a “Release to Return to School” is submitted from a healthcare provider. (i.e. If your child is sent home during the school day on Monday, your child cannot return to school until Wednesday)

- 2. Vomiting or Diarrhea** - Students should stay home with ONE event of vomiting or watery diarrhea. Call your doctor if vomiting or diarrhea continues or with fever, rash, or weakness.
- 3. Drainage from a wound, rash, eyes or nose** - Students should stay home with drainage from a wound, rash, eyes or nose. Call your doctor for treatment.
- 4. Head Lice or Scabies** - Students should stay home until after treatment is complete and no lice or nits. Contact the health department or your doctor for treatment. The student must be cleared by the clinic to return to school.
- 5. Unexpected Rash** - Students should stay home with an unexplained rash. Call your doctor for treatment.

When there is doubt in your mind about sending your student to school, consult your doctor. Your school nurse or principal may ask for a “Release to Return to School” from your doctor before returning to school. Please make sure that your student’s school knows how to reach you during the day. All students sent home from the clinic will need clearance from the School Nurse upon return to school.

CLUBS

Sara Harp Minter offers a variety of clubs for students. These organizations are designed to meet the interests of students and enhance the overall school program. Each year various clubs are offered for students. In past years, we have had chorus, SHMES Broadcast, Science Olympiad, Chorus, and Running, Orchestra, Kickball, Volleyball, Good News club, and more . Pay close attention to newsletters and announcements for up to date information. All clubs require signed parent/guardian permission in order to participate. Due to size of student body, it may be necessary to hold a lottery to determine those who participate in clubs where student interest exceeds club capacity.

COMMUNICATION

Communication between parents and teachers is valuable in establishing a positive relationship focused on student success. Communication can be in the form of notes, emails, letters, newsletters, telephone calls and conferences. If you wish to contact your child’s teacher, please call the front office or email the teacher. It is our goal to respond to all messages (phone/email/written) within 24 hours*. *Special circumstances may delay the response of our staff members.

CONFERENCES


Parents are encouraged to schedule conferences with their child’s teachers. It is recommended that parents have at least one scheduled face-to-face or Zoom conference with their child’s teacher. Parents should not expect teachers to conference about their child’s progress during arrival time, lunch time, etc. without an appointment. The counselor, support teachers, and administrators are also available for scheduled conferences by contacting the office or by e-mail. For the 2023-2024 school year, we will hold one student-led conference. More information about this will come home during the second semester.

DISCIPLINE

The faculty and staff strive to establish a positive school climate. Sara Harp Minter is a place where students are taught guidelines to live successfully with others, where students are encouraged and recognized, and where natural or logical consequences for misbehavior are consistent and fair. The Fayette County Student Code of Conduct will be issued to all students/parents. Parents should read the *Code of Conduct* with their child(ren) in order to help them to understand the document. As per Fayette County Board of Education policy, there will be no corporal punishment. When it is necessary to impose discipline, school administrators and teachers will follow an age-appropriate progressive discipline process.

The use of consistent school-wide positive behavior expectations encourages children to make responsible choices for their personal behaviors. Every staff member will monitor student behavior throughout the school setting. Sara Harp Minter is a Leader in Me and PBIS (Positive Behavior Interventions and Support) school. All staff members will teach and model our school pledge and behavior matrix expectations and teachers will reinforce positive student behavior through “Lead Cards”.

I Am | A Leader When...

	Hallway <i>Silent Zone</i>	Playground	Cafe	Bathroom <i>Quiet Zone</i>	Technology	Assembly	Media
I am RESPECTFUL.	Hands to self. Be Polite.	Take turns. Use your words.	Use Minter Manners. Respect personal space.	Respect the privacy of others. Use kind words.	Participate appropriately. Be a positive role model of digital citizenship.	Participate appropriately. Be an active listener.	Participate appropriately. Be an active listener.
I am RESPONSIBLE.	Follow directions. Walk directly to destination.	Follow directions. Clean up after yourself.	Follow directions. Clean up after yourself.	Keep bathroom clean. Go, Flush, Wash, Leave	Follow directions. Be a digital citizen.	Follow directions. Stay seated.	Follow directions. Clean up after yourself.
I am SAFE.	Be alert. Eyes forward.	Stay in assigned area. Use equipment properly.	<u>Eat only</u> your food. Stay in your seat.	Report problems to an adult. Keep your body to yourself.	Report misuse to an adult. Visit only approved sites.	Keep your body to yourself. Be calm.	Be calm. Share space with others.
I am a PROBLEM SOLVER.	Get to where you are going with a purpose. Walk away from teasing situations or use STOP, WALK, TALK.	Walk away from teasing situations or use STOP, WALK, TALK. Count to 10 if you get angry.	Inform an adult of dangerous or teasing situations. Count to 10 if you get angry.	Report any misbehavior to a teacher/adult right away.	Think of a possible solution before speaking to your teacher. Use only teacher assigned Websites.	Ignore misbehavior and model positive behavior for the students around you.	Report any misbehavior to the teacher. Listen and follow all directions in the media center.

DRESS CODE

Fayette County School System students are expected to dress and be groomed in such a way as to reflect neatness, modesty, cleanliness, and respect for your school. Students must ensure that their dress does not distract or potentially cause disruption in the educational program or orderly operation of the school. School administrators will be responsible for determining dress code violations. The principal may interpret or add to these provisions as he/she deems to be in the best interest of the school, students, or the educational process.

The following are the standards for school dress:

1. Students must wear clothing that includes both a shirt with pants or a skirt or the equivalent (ex. dresses, leggings, shorts) and footwear. Undergarments must not be exposed.
2. Garments will cover the waist, shoulders, back, torso, and chest in all situations. No skin may show at the waist.
3. Pants, shorts, slacks, shirts, dresses, and skirts will be of appropriate size and fit. Holes in pants or shorts must be below the fingertips. Pants, shorts, and skirts must always be worn on the waist. The entire buttocks and upper thigh must be covered.
4. Clothing must not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs, drug paraphernalia, profanity, hate, promotion of violence, illegal activities, and/or pornography. Clothing should respect the intent to sustain a positive learning environment.
5. Sleepwear may not be worn.
6. Footwear must be worn at all times. Footwear that may cause damage to floors (ex.: cleats, skates, etc.) are not allowed.
7. Sunglasses may not be worn inside the buildings.
8. Wallet chains or other types of chains, or any jewelry that may be potentially dangerous or disruptive are not allowed.
9. Hats, caps, non-religious head coverings, visors, or hoods may not be worn inside the building.
10. Gang-related clothing, bandannas, signs, flags, symbols, and tattoos are not allowed.

Refer to the Student Dress Code Section in the Student Code of Conduct for more specifics. Updated 4/17/22 There may be special “theme days” communicated by the teacher/school administrator. On these theme days students may be permitted to wear appropriate pajamas, hats, and sunglasses while in the building).

EARLY INTERVENTION PROGRAM (EIP)

First through fifth grade students who are experiencing difficulties in reading and/or math may be referred to the Early Intervention Program (EIP). Students qualify for EIP by meeting state eligibility requirements. EIP teachers work with groups of students to help them learn the skills necessary to be successful in reading and/or math.

ELECTRONIC EQUIPMENT (1:1 Chromebooks)

Fayette County has decided to provide Chromebooks for elementary students in grades 2-5 in order to provide a more personalized approach to learning. Click on the link for more details.

[FCBOE Digital Resource Handbook](#)

EMERGENCY INFORMATION CARD AND FAMILY PASSWORD

Parents must update and/or complete student emergency cards at the beginning of the school year. These contain basic information such as address, home and office telephone numbers, place of employment, and the **names of two emergency contacts who live close to school**. Children will not be released to anyone whose name does not appear on the card. **If any of the information on the card should change during the school year (i.e. new work number), please send these changes to the teacher and the front office so that we will always have up to date information.**

At the beginning of the school year, all families will be asked to give the front office a family password. This password will be logged in our online student information system. The purpose of the password is to provide an additional level of security when making student changes over the phone.

EMERGENCY INCLEMENT WEATHER PLAN

Fayette County schools create and maintain preparedness plans to safeguard your child in the event of an emergency. In the past, inclement weather has caused mid-day school closings. In this case the following procedures should be used:

- Listen to WSB radio 750 AM for closings. You are responsible for knowing if schools are closed.
- Unless otherwise notified by parents through phone calls or written notes, bus riders, car riders, and day care van riders will go home by their normal means of transportation.
- After School students should be picked up as soon as possible.
- If your child is to ride with an individual other than those on the locator card, a phone call or a written note must be received.
- Please create and practice an emergency plan with your child.

It is extremely important that all information on your student's locator card be accurate and up to date. If there are any changes, please contact the school immediately with corrected information.

ENRICHMENT PROGRAM

Enrichment classes are provided for students who meet state eligibility requirements for the enrichment/gifted program. These classes meet once a week for an entire day. The remainder of the week these students work in their regular classrooms with needed differentiated instruction provided by the classroom teacher.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Please see Fayette County Student Code of Conduct

FIELD TRIPS

Your child's class may take educational field trips throughout the year and parents may serve as chaperones. **Siblings of the student may not accompany their parents on field trips.** To participate in a field trip, students must have the parent/guardian's written permission on the official permission slip. No verbal or phone permissions will be accepted. Because Fayette County does not fund field trips, donations are requested. No child will be denied participation in the field trip for not making a donation; however, if adequate donations are not received, the trip may be canceled. Field trip payments are nonrefundable. Appropriate behavior and attire is expected. As needed, students may be placed on a behavior contract to earn the privilege of attending the field trip. If a parent needs to check out their student from the site of the field trip (not ride the bus home), they must obtain prior approval from the school administration.

GRADES AND REPORT CARDS

The Fayette County Schools operate on the semester system; each semester is divided into 2 nine-week grading periods. All students, grades K-5, receive a report card every 9 weeks. Please utilize **Infinite Campus** to monitor student grades as well as attendance, lunch account, and ASP information.

Kindergarten, 1st, 2nd, and 3rd Grades

The reporting scale for core content areas: English Language Arts, Mathematics, Science and Social Studies consists of 4 performance levels. Students in K-5 **will not** receive a traditional progress report at the 4 ½ week mark.

4.0--Exceeding proficiency of the standard

3.0--Meeting proficiency of the standard

2.0--Developing proficiency of the standard

1.0--Beginning to demonstrate understanding of the standard

*Not Formally Assessed

4th and 5th Grades--Letter Grades Only

Students in 4th & 5th grade will receive letter grades for academic subjects for standards assessed in all content areas.

A+ 98-100 A 93-97 A- 90-92

B+ 88-89 B 83-87 B- 80-82

C+ 78-79 C 73-77 C- 71-72

D 70 F below 70

Other Codes for All Elementary Grades

Used in Specials (Art, Music, PE and Technology) and Learning & Life Skills

S - Satisfactory

NI - Needs Improvement

Report Cards

Reporting Period	Type of Report	Date Sent Home
1st 9 week period	Report Card	TBD
2nd 9 week period	Report Card	TBD
3rd 9 week period	Report Card	TBD
4th 9 week period	Report Card	TBD

Please note: Progress reports are no longer sent at the 4 ½ week mark. Parents are asked to refer to the Schoology platform for all academic progress updates/information.

GUIDANCE COUNSELORS

Sara Harp Minter has two counselors to assist with the social and emotional needs of our students. The counselors teach classroom guidance lessons on a variety of topics including a unit on careers and character education, and are available for individual and small group sessions. They also support parents, teachers, and administrators to meet the needs of our students. Ms. Kristen Bogumill and Ms. Vivian Dunn are available for parent consultation by calling the main office for an appointment.

HONOR ROLL

Grade level specific procedures. Contact your child's teacher.

ICE CREAM

Students may purchase ice cream in the cafeteria during the last ten minutes of their lunch period Monday through Friday. If a student owes cafeteria charges, s/he may not purchase ice cream on that day. Parents may consider purchasing ice cream for their child's class to celebrate their child's birthday. Ice cream will be available for \$1.00 each or \$20.00 for a class party pass.

INTERNET USE POLICY

Internet/Cybersafety Appropriate Use Policy (included in the Student Code of Conduct)

Highlights of the Internet/Cyber Safety Appropriate Use Policy are:

The measures to ensure the cybersafety of elementary students in Fayette County Schools, outlined in this document are based on our core values. The school's computer network, Internet access facilities, computers and other school technology equipment/devices bring great benefit to the teaching and learning programs and to the effective operation of the schools, throughout the district. The district has rigorous cybersafety practices in place, which include cybersafety use agreements for all district and school staff and students. The overall goal of the district is to create and maintain a cybersafety culture which is in keeping with the values of the school, the district and our legislative and professional obligations. This user agreement includes information about student and parental obligations, responsibilities and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued a user agreement and once signed consent has been returned to school, students will be able to use the school technology equipment/devices. The district's network, Internet access facilities, computers and other school technology equipment/devices are for educational purposes appropriate to the school environment. This applies whether the

technology equipment is owned or leased either partially or wholly by the school or district, and used on or off the school site. The district monitors traffic and material sent and received using the school's technology network. The district employs filtering and/or monitoring software to restrict access to certain sites and data, including email. The district may audit its computer network, Internet access facilities, computers and other school technology equipment/devices or commission an independent forensic audit. **See information in the Fayette County Student Code of Conduct.**

INTERNET-TERMS AND CONDITIONS

These rules will help us to stay safe when using technology at school:

1. I may use school technology equipment only after my parent(s) have signed my use agreement form and the completed form has been returned to school.
2. I can only use the computers and other technology equipment for my schoolwork and only with my teacher's permission.
3. I can only go online or use the Internet at school when a teacher gives permission, he/she has approved the website and an adult is present.
4. If there is something I'm not sure about, I will ask my teacher.
5. I will not use the Internet, email, mobile phones or any other technology equipment to be rude, disrespectful, threatening, or unkind about other people.
6. I will not tell anyone my password.
7. If I find anything that upsets me, is mean or rude, or things I know are not acceptable at our school, I will:
 - Not show others
 - Minimize the window or turn off the screen and
 - Tell a teacher right away
8. I must follow school rules about bringing any technology equipment/devices (including things like mobile phones, iPods, games, cameras, USB drives, eReaders and software) to school. If there is a special reason I want to bring/ show/ use technology. I must ask permission of my teacher and the principal before I bring it to school.
9. I will ask my teacher's permission before I put any personal information online.

Personal information includes:

- Name
 - Address
 - Email address
 - Phone numbers
 - Photos
10. I must use all school technology equipment appropriately, ensuring I:
 - Use the equipment as directed and taught
 - Follow our school cyber safety rules
 - Tell a teacher about anything missing or damaged
 - Let an adult know if someone else is not doing the right thing around or with the technology.

11. I understand that if I break these rules the principal or teacher will decide on appropriate consequences and may need to tell my parent(s).

ENFORCEMENT: Violating any of the guidelines above can result in

1. Restricted access to computing facilities.
2. Temporary or permanent loss of access to computing facilities and equipment.
3. Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws. Violations of state law will be reported to proper enforcement authorities.
4. Financial responsibility for damage incurred.

LEGAL NOTICES

The Fayette County Board of Education does not discriminate on the basis of age, gender, race, color, creed, religion, national origin, or disabilities in educational programs, activities, or employment practices. Complaints of discrimination or harassment procedures and school system contact personnel are listed in the Fayette County Student Code of Conduct.

LOST AND FOUND

If your child is missing an article of clothing check our lost and found box. It is very important that you write your child's name in all coats, jackets, sweaters, caps, etc. This makes for easy identification. When the lost and found box "runneth over," parents will be notified via the school website that any items still remaining after a specific date will be donated to charity.

MEDIA SERVICES

Students go to the media center as a class on a flexible schedule. In addition to this, students may be sent to the media center at various times to check out or return books, and to browse or do research. Books are checked out for two weeks at a time. Students are responsible for all books they check out and must pay for any book they lose. Overdue notices are sent on a regular basis to help students be responsible for their books. Overdue notices are also periodically sent to parents via email to inform parents if their child has an overdue book. Parents can visit the media center to assist their child in book check-out from 7:15-7:40 a.m. if desired. Parents are welcome to come to the media center at any time to ask questions or volunteer!

MOMENT FOR QUIET REFLECTION

During the 1994 session of Georgia's General Assembly, Senate Bill 396 was passed which provides for a mandated "moment of quiet reflection" to be observed daily in every public school classroom. In compliance with the law, teachers and students at SHMES will observe a moment of silent reflection on the anticipated activities of the day every morning.

NONDISCRIMINATION POLICY

Sara Harp Minter Elementary School does not discriminate on the basis of race, color, religion, national origin, age, gender, or handicap and will provide a free and appropriate public education for each student and an appropriate work environment to each employee within its jurisdiction. It is the intent of the Fayette County Board of Education to ensure that students and employees that are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Title IX regulations are identified, evaluated, and provided with appropriate educational services and/or working conditions. Students and employees may be defined as handicapped under any of the above listed laws or regulations.

The contact coordinators and numbers where they may be reached are as follows:

Section 504 and ADA Coordinator

Audrey Toney (770) 460-3990

OBSERVATIONS

Parents are welcome to visit their children's classrooms. **All observations must be pre-arranged through the school principal or assistant principal and are limited to two adult observers at the same time.** Younger siblings are not allowed during the observation. Outside observers should respect the confidentiality of all students within the classroom setting;

therefore, no personally identifiable information should be shared. A staff member may be assigned to accompany the observer during the observation. Observations should be limited to thirty minutes and should occur no more than one time during any school week. Observations for any other purpose than to address instructional needs of enrolled students are scheduled at the discretion of the school administration.

PARENTAL NOTICE OF RIGHT TO KNOW TEACHER QUALIFICATIONS

As required by the No Child Left Behind Act, the Fayette County School System advises parents that they may request, and the school will provide in a timely manner, information regarding the professional qualifications of your child's classroom teachers, including the following:

1. Whether the teacher has met state certification criteria for the grade levels and subject areas in which the teacher provides instruction.
 2. Whether the teacher is teaching under emergency or provisional status through which state certification has been waived.
 3. The degrees earned by the teacher and the field of certification or degree.
 4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- Please contact Stacie Coppola, Principal, at coppola.stacie@fcboe.org if you wish to make a request.

PERSONALIZED LEARNING DAYS

Personalized Learning Days are days that are predetermined by the District. On these set days, students will not attend school in person, rather they will remain at home and learn in the 'virtual' setting. Please speak with your child's teacher for specific information regarding Personalized Learning Days.

PETS

Pets of any type, reptiles, or other animals may be brought to school only with prior approval of the teacher/administrator. Their presence at school must serve an instructional purpose. They may not be transported by school bus, but must be delivered by the parent and be returned when the presentation or lesson is finished.

PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Leader expectations: Sara Harp Minter Elementary School has three leader expectations:

1. Be Respectful
2. Be Responsible
3. Be Safe

4. Be Problem Solvers

PHONES

Our school phone is a business phone and stays extremely busy. Students must refrain from using the school phone except for emergencies. Student devices are to remain in the student's backpack with the ringer 'off'. Please ensure all social arrangements are completed before the student arrives at school. Getting permission to go home with a friend or asking a parent to come to lunch should be arranged prior to school. Reasons such as these are not considered emergencies.

PHYSICAL EDUCATION

Georgia law requires physical education (PE) instruction and participation as mandatory except for health reasons. A written note is required from a physician or parent explaining the nature of the illness or injury and stating specifically the length of time before normal participation can be resumed. The note needs to be presented to the PE instructor and the school nurse if the student is to have none or limited PE participation for more than one week. Appropriate shoes and clothing should be worn on the days when the children have PE classes.

PTO INFORMATION

The Parent Teacher Organization benefits all families of Sara Harp Minter Elementary, and both the parents and teachers at Minter are encouraged to become members of this valuable organization. The PTO Board is composed of the officers and the chairs of our various committees. The principal, assistant principal and a teacher representative also attend the board meetings. The board meetings occur monthly, and all parents are encouraged to attend. If you have any questions or would like to become involved, please feel free to contact a PTO officer, or the school office for more information.

PUBLICITY, PHOTOGRAPHS, LISTS, AND VIDEO TAPES

Students are often photographed or they may participate in activities which may be videotaped for school related news stories or broadcasts. These may be released to newspapers, radio or television, possibly citing the child's name for school publicity. **If you would prefer your child's picture and/or name NOT be published, please write a letter to that effect to the principal and your child's teacher.**

When photographing school events/parties/field trips, we ask that all stakeholders respect the privacy of our students. We ask that any photos posted on social media do not include student names and/or any other specific details.

RAINBOWS

The Rainbows Program is for children who have experienced a significant loss in their life either through divorce, death, or separation from a family member. The children meet in small groups with a trained adult leader once a week for approximately 12 weeks. The program includes a Celebrate Me Day when all children and their leaders come together for a special time of sharing and learning. For more information please contact a school counselor.

RETAIL COMMITMENT CARD/ PROGRAMS

Proceeds earned from these and the following programs go directly to the children in the form of supplies, computer equipment, books, etc.

- Publix – use your school commitment card (available in front office)

- Target - You can also designate 1% of your Target Visa and Guest Card purchases to be donated to Sara Harp Minter. Please contact Target @ 1-800-316-6142 or target.com for more information.
- Box Tops for Education - Box Top certificates can be found on many grocery products; more information can be found at www.boxtops4education.com.

SALES BY STUDENTS

Students are not allowed to sell any tickets or merchandise at school without permission from the administration.

SEXUAL HARASSMENT

All students have a right to an education free from sexual harassment. If a student feels his or her rights have been violated, this should be reported to the principal. If you do not feel satisfied with the results, you may utilize the Fayette County Board of Education Policy on Sexual Harassment.

SCHEDULE OF EVENTS

Visit www.fcboe.org/shmes for full calendar of events

SCHOOL COUNCIL

Sara Harp Minter has a school council as mandated by the Education Reform Act. The school council was established to bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns, and to share ideas for school improvement. The council's role is to provide advice and recommendations in the areas of student achievement and school improvement. Meetings are open to any Minter parent. Meeting dates and times are posted on our school website.

SMART SNACKS IN SCHOOLS

USDA's "All Foods Sold in Schools" Standards Effective July 1, 2014

Due to the Food Guidelines set forth by the USDA, all schools have to make changes to current practices. The changes that will be made at Sara Harp Minter to comply with these federal regulations include: eliminating bake sales, eliminating the sale of popcorn during the school day, and purchasing approved ice cream products. We are still allowed to have classroom parties and events with food that is not "sold" to the students. After-school events, such as Spring Fling and movie nights do not fall under these guidelines.

Food Guidelines

Nutrition Standards for Foods (per item as packaged or served)

Any food sold on the school campus during the school day must:

- Be a whole grain-rich grain product; **or**
- Have as the first ingredient a fruit, vegetable, dairy product, or protein food; **or**
- Be a combination food that contains at least ¼ cup fruit and/or vegetable; **or**
- Contain 10% of the Daily Value (DV) of a nutrient of public health concern in the *2010 Dietary Guidelines for Americans* (calcium, potassium, vitamin D, or dietary fiber).*

AND

Foods must also meet all of the specific nutrient standards (with accompaniments):

Calorie limits

Entrée items: ≤ 350 calories

Snack/side items: ≤ 200 calories

Sodium limits

Entrée items: ≤ 480 mg

Snack/side items: ≤ 230 mg**

Fat limits

Total fat: ≤ 35% of total calories

- *Exemptions: Reduced fat cheese (including part skim mozzarella), nuts and seeds and nut/seed butters, dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats, seafood with no added fat*

Saturated fat: < 10% of total calories

- *Exemptions: Reduced fat cheese(including part skim mozzarella), nuts and seeds and nut/seed butters, dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats*

Trans fat: zero grams (<0.5g)

Sugar limit

Total sugar: ≤ 35% of weight from total sugars

SPECIAL EDUCATION/EXCEPTIONAL CHILDREN'S SERVICES

Students with specific learning disabilities, intellectual disabilities, other health impairments, emotional behavior disorders, speech language disabilities, etc. are provided services by a special education teacher. In order to be placed in a program, students must have gone through the response to intervention process, been referred, evaluated, and staffed into the program through an Individualized Education Plan (IEP).

STUDENT COMPLAINTS

In accordance with the FCBOE policy, students shall have the right to present and resolve complaints related to matters affecting the student relationship at the lowest organizational level possible. Our school encourages all students to resolve complaints informally in a spirit of trust whenever possible. This policy and procedure is available where such efforts do not succeed or, where for any other reason, the student desires to pursue this procedure.

- Step I - The student shall present the complaint to the teacher, staff member, counselor, or administrator with whom the student has the complaint.
- Step II - If the situation cannot be resolved, it is to be presented by the student (if against a teacher, counselor, or staff member) to the Assistant Principal.
- Step III - If the situation cannot be resolved by the Assistant Principal, it will be turned over to the Principal for final dispensation.

STUDENT RECORDS

Pursuant to the Family Educational Rights and Privacy Act (FERPA), parents have the right to refuse permission for information to be released concerning their children. Any parent who wishes to refuse permission for any information to be released to the public may do so by notation on the Parent Consent Form or by informing the school principal in writing at the beginning of the school year (or on their child's enrollment day for those who enroll after school is in session).

The Fayette County School District has designated the following information as directory information:

1. Student's name, address and telephone number;
2. Student's date and place of birth;
3. Student's participation in official school clubs and sports;
4. Weight and height of student if he/she is a member of an athletic team;
5. Dates of attendance at the Fayette County School System;
6. Awards received during the time enrolled in Fayette County School System;
7. Grade Level; and
8. E-mail address

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to be disclosed to the public upon request. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled within 5 days after officially enrolling in school.

You are also notified that from time to time students may be photographed, video taped, or interviewed by the news media at school or some school activity or event. If you as a parent or guardian object to this, submit the objection in writing to the principal of the school where a student is enrolled. You must notify the principal of your objection by the date specified above.

STUDENT SUPPORT PROCESS

Multi-Tiered System of Supports (MTSS)

Student academic and/or behavioral concerns are addressed through a four-tiered process that systematically develops and delivers instructional and behavioral interventions. This process is known interchangeably as the Tier process or Multi-Tiered System of Supports (MTSS) formerly known as Response to Intervention (RTI). The essential components of the process include the following:

- Providing scientific, research based instruction and interventions
- Monitoring progress in response to these changes in instruction and interventions
- Using this information to shape instruction and make educational decisions

Tier 1 is Standards-Based Classroom Teaching and Learning. It consists of high quality instructional and behavioral support that is provided for all students. This includes implementing the CCGPS using research-based instructional practices, adjusting instruction to meet student needs, and monitoring student progress. Parents are notified of concerns related to their child's academic or behavioral struggles. If students still struggle or they need a more enriched curriculum, Tier 2 instruction is recommended.

Tier 2 is Student Success Team, Needs Based Teaching and Learning. Students receive more specialized interventions, remediation, acceleration, and enhancement within the general education setting. The "Success Team," comprised of interdisciplinary teachers, works

collaboratively to formalize interventions in addition to Tier 1 instruction. Parent involvement in Tier 2 meetings is optional; however, the intervention plan is communicated to parents. The classroom teacher, remedial teachers, or others generally provide Tier 2 instruction in small groups. Monitoring of the student's progress is increased. Should the student continue to show lack of progress or failure to thrive academically and/or socially and need more specialized instruction, Tier 3 instruction is considered.

Tier 3 is Student Support Team (SST) Data Driven Teaching and Learning. At this point the SST, which can include school-based interdisciplinary teachers, countywide specialists, and parents, reviews the student's progress and plans for more intensive and systematic instruction. Interventions increase in intensity and duration and may be provided one-on-one, in small groups, or in classes. Progress monitoring is implemented more frequently to determine continued instructional interventions. If, with all the interventions and intensive instruction provided, the data indicates the student still shows lack of progress, a referral to Exceptional Children's Services is considered.

At this point, the student is referred for comprehensive psycho-educational evaluations through the Exceptional Children's Services, formerly known as Special Education. Grade or subject-area remediation and/or acceleration may be considered, or students may require adapted content and instructional delivery while still having access to the general curriculum.

Section 504 Under Section 504 of the *Rehabilitation Act of 1973* "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." The Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability.

If a parent or teacher identifies a student as having a medical or psychological condition that could substantially limit the student's school performance, the school should be informed and begin the student support process immediately. **For more information on 504, contact Erik Falkenhagen, Assistant Principal.**

TESTING

Throughout the year we administer a number of tests to our students to assess both individual and the school's progress.

- The Georgia Kindergarten Inventory of Developing Skills (GKIDS) consists of teachers assessing each standard of the Georgia Standards of Excellence (GSE) in the kindergarten curriculum. Reports at the end of the year, inform parents as to their child's mastery of kindergarten standards.
- Reading Inventory (RI) assesses reading comprehension in grades 1-5 and gives each student a Lexile score, which indicates the level of difficulty a student can successfully comprehend.
- DIBELS reading assessment is administered to students in grades K-2 to gain information on first sound fluency, letter naming fluency, phoneme segmentation, and oral reading fluency.
- The STAR Math assessment is administered three times a year to students in K-5 to assess progress in math standards.
- Georgia Milestones Testing will take place in grades 3-5 and will be taken online during the month of April.

Other assessments may be administered as mandated by the Georgia Department of Education or the Fayette County School System.

THREATS AND HARASSMENT

For all students to learn and grow, school must be a safe environment. Ensuring such an environment is a task that requires a strict, no-nonsense approach to any words or deeds that are intended to threaten the safety of another. All Fayette County Schools will regard all written and/or verbal threats, implied or direct, toward students, staff members, or school and staff property in a serious manner. The school's discipline action will be immediate and severe. Incidences may be reported to the police and/or the sheriff's department depending on the specific jurisdiction.

VISITORS AND VOLUNTEERS

We welcome parent and community volunteers and visitors to our school. Anyone (parent, volunteer, other visitor) visiting the school must report directly to the office and sign in and get a visitor's badge. You also must sign out when you leave. If you are not wearing a visitor's badge, you may be escorted to the office to pick one up. School visits and volunteer work should be prearranged with the appropriate faculty member. We also ask that you not bring younger siblings when volunteering in the classroom or school, as often your attention must be given to them instead of the students in the class. Volunteers are always welcome in our media center and to assist with selling ice cream in the cafeteria. Please contact PTO, the office, or your child's teacher if you would like to volunteer at Sara Harp Minter. Prior to volunteering at Sara Harp Minter, you must complete the volunteer training as well as receive a background check/fingerprinting. Additional information regarding these requirements is available on our school website.

We ask that parents refrain from visiting for lunch during the first two weeks of school. This allows your child to acclimate to the procedures/expectations of the cafeteria.

We encourage parents to come and have lunch with their child(ren) whenever possible. Please note that there is a limited amount of space for visitors to eat. Due to the size of our school, there may be a time that no space available to sit at the visitor table. Unfortunately, there are no other seating options available should this happen. **We ask that parents do not sit at student lunch tables.**

There are a couple of things to remember to make your visit more enjoyable:

1. Please let your child's teacher know when you are coming to have lunch and if you are planning to eat a school lunch. This will help the cafeteria staff ensure they have prepared enough food.
2. **Parents will eat at a designated table with their child. These tables are located on the stage portion of the cafeteria. Due to the increased number of students enrolled at Minter and student allergy concerns, no other children will be allowed to eat with your child (students may not invite friends to sit with them).**
3. **Parents are asked to refrain from "dropping by" classrooms when they come to visit for lunch. A lunch visitor's pass does not allow for this and may cause a disruption to the classroom learning environment.**

All visitors are required to sign in at the front office so that we will know who is in our building. This is for the safety of all of our children and staff members.

WEAPONS

It is unlawful for any person to carry, possess or have under control any weapon at a school building, school function, on school property, on a bus or other transportation furnished by the school. The term "weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, Bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, spring stick, metal knucks, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way to allow them to swing freely, which may be known as a nunchuck, or fighting chain, throwing star or Oriental dart, or any weapon of like kind.

- Punishment: A fine of not more than \$5000; imprisonment for not more than five years. [O>C>G>A> 16-11-127.1]
- House Bill 1100 amended this criminal code section which makes it a fine to possess a weapon at school and adds to the list of weapons prohibited: "any bat, club, or other bludgeon type weapon." The bill adds an exception to the law, stating that sports equipment brought for legitimate athletic purposes is not covered by the prohibition.

In order to comply with this weapons law, a child wanting to have a baseball bat for recess or physical education will not be allowed to bring it to school. However, a parent or guardian may deliver the baseball bat to the office and pick it up there after its use. There will be no baseball bats allowed on buses.