

District: Covington Independent Public Schools
School: Glenn O. Swing Elementary

K-3 Primary Program Policy

Mission Statement

It is the mission of the Glenn O. Swing Elementary School to provide its students with opportunities designed to meet individual needs in a positive learning environment and to encourage high levels of achievement in social, emotional, behavioral, and academic development. Through respectful collaboration with parents and colleagues, we will inspire students to give back to their community and promote a love for school and learning.

Policy Statement

From the time students enter Glenn O. Swing Elementary School until they begin the fourth grade, they will participate in the Primary Program. The Primary Program at Glenn O. Swing Elementary School is structured to best meet the academic needs of all students. Students in the Primary Program will be grouped and regrouped (when necessary) to best meet the needs of our students in the Seven Critical Attributes of the Primary Program. It is the responsibility of the teachers to determine and evaluate grouping and regrouping patterns.

The Seven Critical Attributes of the Primary Program are as follows:

1. Continuous Progress – Each student is guided, and expected to progress, through the Primary Program at his or her own pace of learning, recognizing that all individuals learn at different developmental rates.
2. Developmentally Appropriate Practices – Students are taught based upon their individual readiness for the content, skill, or instructional approach. They are challenged and given enough time to practice what they learn as they learn it. The needs of the whole student (cognitive, social, emotional, physical, and aesthetic/artistic) are addressed.
3. Multiage/Multiability Grouping – Classrooms allow for flexible grouping and regrouping of children of different age, sex, and ability.
4. Authentic Assessment – The ongoing documentation of what students learn and do in their day-to-day classroom activities. Authentic assessment includes observations, anecdotal records, portfolios, journals, work samples, conferences, and other methods. Teachers use this information to adjust current individual learning experiences for students and to plan instruction appropriate for each student.
5. Qualitative Reporting – A student's progress is communicated to him or her and to his or her family in a manner that focuses on the growth and development of the whole student. The goal is to provide comprehensive progress reports that incorporate the strengths and needs of the student.
6. Professional Teamwork – All school staff (teachers, special educators, administrators, specialty teachers, teacher assistants, etc.) talk and plan together on a regular basis. By problem solving together and sharing their professional talents and skills, school staff are able to provide a better learning environment for students.
7. Positive Parent Involvement - School actively seeks to increase parent participation as partners in supporting their child's learning. A trusting partnership is built between the parents and teachers at the school. Communication, understanding, and exchange of information between the school and home are established for the benefit of the student.

Date Adopted: December 20, 2012

Signature of SBDM Members	
	Chair
	Vice Chair
	Teacher
	Teacher

