

LeGrande SBDM Policies

****Revised July 2010****

Table of Contents

Enhancing Student Achievement Policy	3
Alignment With State Standards	3
Program Appraisal Policy	4
Family and Community Engagement	4-6
Selection of Personnel/Consultation	6-7
Principal Selection	7-8
Staff Time Assignment Policy	8-9
Afternoon Bus Loading Procedures	9
School Space Use Policy	9-10
Curriculum Policy	10-11
Equity and Diversity	12
Extracurricular Policy	13-14
Retention Policy 4-8	15
Classroom Instruction	16-17
Professional Development	17
Budget	17
Homework Policy	18-20
Student Dress and Appearance Policy	20-21
Discipline Policy	22-24
Comprehensive Planning	25-26
Schedule	26
Student Assignment Policy	27-28
Writing & Writing Portfolio Policy	29-30
Parent Involvement Policy	31-32
Evaluation Process	32

Enhancing Student Achievement Policy LeGrande Elementary

The faculty and staff of LeGrande Elementary School accept the responsibility of assuring that all students are provided an equal opportunity to attain high levels of academic performance, to acquire learner outcomes required by state and district guidelines, and to develop positive social and emotional behavior and attitudes. In order to accomplish this mission, SBDM policies will be developed that...

- Contribute to accomplishing the mission (The LeGrande family believes in the importance of learning, cooperation, accountability, responsibility, and determination in a safe structured environment that ensures success, and
- Contribute directly or indirectly to enhancing student achievement by improving teaching and learning at LeGrande Elementary School.

Alignment With State Standards

The Comprehensive School Improvement Planning process recommended by the Kentucky Department of Education entails:

1. Ongoing analysis of the extent to which our students are meeting state standards.
2. Systematic work to move our students closer to those standards within the timetable by the Kentucky Board of education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our plans.

We will implement that process, including review of our alignment with state standards through our needs assessment and our implementation and impact checks.

Program Appraisal Policy

The Comprehensive School Improvement Planning process recommended by the Kentucky Department of Education entails:

1. Ongoing analysis of whether each of our programs is contributing adequately to help all of our students meet state standards.
2. Systematic work to improve those programs so that we do meet state standards for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our programs.

We will implement that process, including appraisal of the effectiveness of all our programs through our needs assessment and our implementation and impact checks.

Family and Community Engagement

Our council recognizes our students' families and our local community as essential partners helping each student succeed. We commit ourselves to...

1. Sharing clear information about each child's progress with the child's family.
2. Offering practical suggestions to families on how they can support student learning at home.
3. Involving representative parents and community members in our decision-making.
4. Seeking and supporting adult volunteers to work with and inspire our students.

We will achieve each of these goals through the methods listed below.

Information on Student Progress

Each grading period, teachers will provide each student's family with...

1. A written report on the student's progress.
2. A written report on how each student with a disability is progressing toward the goals in his or her Individual Education Plan.
3. A written report on how each gifted and talented student is progressing toward the goals on his or her Individual Education Plan.
4. An invitation to meet and discuss the child's progress.

5. An opportunity for the student to participate actively in sharing information on his or her progress with his or her parents.
6. The e-mail address and telephone numbers they can use to communicate with their children's teachers.
7. In addition, parent-teacher conferences will be conducted annually.

Home Support For Student Learning

Our principal and teachers will...

1. Require students to record daily homework assignments in the students' agenda books.
2. Provide information on the content students will learn each year.
3. Send home newsletters at least four times a year that include information on constructing family practices, such as encouraging school attendance, completing homework, monitoring television viewing, etc.
4. Support a vigorous Parent Teacher Organization.

Our Family Resource Center will...

1. Survey families at least once a year to learn what services and activities would most help families support their children.
2. Offer a well-planned, well-publicized set of programs to meet those needs.
3. Sponsor volunteer trainings to involve parents in their child's school life.

Decision Making

We invite concerned adults throughout our community to join in our decision making by...

1. Signing up to serve on our SBDM committees.
 2. Attending Council or committee meetings. All council meetings are publicized on the radio and in the front school foyer and all meetings are open to the public except for closed sessions involving selection of individual personnel or possible litigation.
 3. A copy of SBDM policies can be found on the school web site.
 4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.
 5. To promote that participation, we will follow the procedures listed in the council by laws policies.
-

Volunteers

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

1. Tutoring
2. Assisting with classroom activities that need more than an adult's help.
3. Preparing materials, mailings, refreshments or other items needed for family and community involvement.
4. Joining or Parent Teacher Organization and participating in its many efforts to strengthen our school.

As needed, we will identify other volunteer roles through our Comprehensive School Improvement Planning process. Parent volunteers will be assigned special duties/responsibilities by the principal or the principal's designee based on instructional needs of the school. Parents may or may not be assigned to volunteer in their own child's classroom.

Selection of Personnel/Consultation

Vacancy

The principal shall inform the superintendent of any resignation of a school employee assigned to LeGrande Elementary School. The superintendent shall determine the position vacant.

Criteria

Once a position has been identified as vacant, either by resignation or a new position the principal shall develop a set of selection criteria with input from the council.

Interview and Consultation

The interview process shall be conducted as follows...

1. The superintendent shall provide a slate of applications for each position.
2. The principal shall interview a selection of applicants from the slate provided by the superintendent.
3. If the principal desires, he/she may ask the council members or personnel in a related field to sit in on the interviews for the final applicants.

4. The principal will conduct consultation with the council in a SBDM meeting by presenting to the council a slate of applicants, overview of applicant's strengths and preference for filling the vacant position.
5. The council may discuss this preference, but the principal makes the final hiring decision. All council members present at the meeting will complete the consultation form.
6. The principal shall report the final choice of any employee to the superintendent in writing.

Extra Duty Assignments and Positions

Extra-duty assignments include paid or unpaid duties beyond the instructional day and/or 185 day contract. When only persons currently working at our school will be considered, the principal shall make the assignment following our policy on assignment of staff time. When persons not currently working at our school will be considered this policy on consultation will be followed.

Principal Selection

Criteria

When the council verifies the vacancy through the superintendent, the council will...

1. Request to meet with the superintendent (as available) to discuss the staff concerns, school needs, procedures, etc.
2. Obtain training in recruitment and interviewing procedures from the trainer of its choice.
3. Develop a set of criteria for selection of a principal and communicate in writing the criteria to the superintendent.
4. Gather input from teachers, staff, and parents in the development of selection criteria.

Interview

The council shall...

1. Review the materials of each applicant submitted by the superintendent and interview selected applicants.
2. Develop standard interview questions that fit the identified criteria.
3. Conduct each interview by asking the standard questions and follow with questions specific to each applicant and/or follow-up to earlier responses.

4. Provide a written assessment for each applicant to complete after the interview.

Selection

The council shall...

1. Select a principal from the slate of applicants provided by the superintendent. The council reserves the right to request in writing additional applicants from the superintendent.
 2. Report its choice of principal to the superintendent in writing.
-

Staff Time Assignment Policy

Criteria

The principal shall assign staff members' time in a manner that:

1. Fully supports implementation of our student assignment policy.
2. Takes into account staff members' requests to vary their work.

Assignments Based on Criteria

To complete assignments, the principal shall:

1. All returning staff members are invited to indicate their preference for continuing or changing assignments for next year, including classroom assignment, and other responsibilities (clubs).
2. The principal will meet with staff members whose requests may be difficult to grant, discuss reasons for the staff request, and consider possible solutions. However, staff members will be assigned according to the needs of the school.
3. In May, (or the earliest time possible) assign staff members based on the criteria above.
4. In June, notify the council of how each returning staff member has been assigned.
5. In July, notify the council of how all staff members have been assigned.

Altering Assignments

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.

2. When the council decides changes other policies or the Comprehensive School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

Afternoon Bus Loading Procedure

1. Office calls for car riders to be dismissed through the library at 2:55 p.m.
2. Car riders will be sent to the car as it arrives at the library door. Parents will not need to enter the building to pick up their child (Exceptions will need to park and enter through the front office). All car riders need to exit through the library. Parents who come through the front office to pick up students at bus time will be directed to pick their child up at the library door.
3. Students requiring special transportation will report to the front entrance at 2:55 p.m. EBD students requiring special transportation report to the front office at 2:30 p.m. each day or as called by the school secretary.
4. The first afternoon bell (3:00) will dismiss students in K-4th grade to board the buses.
5. The second afternoon bell (3:05) will dismiss students in 5-8th grade to board all buses.
6. The school secretary will call students who ride the activity bus to the high school at the appropriate time each day.

***** With the exception of special transportation, DO NOT dismiss students from classrooms before they are called by the secretary or appropriate bell. Students should remain seated in classrooms until dismissed. All teachers are expected to accompany their students to the buses each afternoon*****

Afternoon Duty Assignments

All Staff Remains On-Site Until 3:15

- Front Bus Loading-Ms. Harper
- Gym/Car Riders-Ms. Northcutt
- Primary Hall-All Primary Teachers
- Middle Grades Hall-All Middle Grades Teachers

School Space Use Policy

Criteria For Assigning School Space

The principal will assign the use of school space during the school day in a manner that will:

1. Take students' developmental needs into account.
2. Facilitate the Implementation of our School Improvement Plan.
3. Maximize the use of space available.
4. The council will approve use of school space.

Classroom Space Assignments

To assign classroom space, the principal will:

1. Assign classroom space based on what is best for the overall good of the school and best use of the facility and notify all members of the staff.
2. At the earliest meeting date notify the council of how classroom space has been assigned.
3. School Council will approve suggested classroom assignments.

Altering Classroom Space Assignments

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

Assignment of Non-Classroom Space

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

Curriculum Policy

Curriculum Adoption

Our school will implement the state curriculum in conjunction with any Hart County aligned curriculum developed by the district committee process. We accept this curriculum based on our confidence that it:

1. Is aligned with the Academic Expectations, Core Content for Assessment, Transformation and Program of Studies.
2. Provides specific links to continuing education, life and career options.
3. Provides access to a common academic core for all students.

Teacher Implementation

All teachers will:

1. Meet with other teachers on a monthly basis to complete student analysis of work and plan for student improvement as needed.
2. Teachers will file a writing plan with the principal that coordinates with the curriculum.
3. Turn in weekly lesson plans on Monday morning to the principal.

Curriculum Revision

Our Council and appropriate committees will consider revisions to our curriculum when one of the following events occur:

1. State officials modify the Core Content, or Program of Studies.
 2. District leaders or working groups modify district curriculum documents.
 3. Our planning process identifies a need for adjustments.
 4. One or more teachers at our school identify a weakness or opportunity for improvement or needs to be addressed to ensure success for all students.
 5. Other stakeholder input or data demonstrate a need to do so.
-

Equity & Diversity

LeGrande Elementary School does not discriminate on the basis of age, color, disability, race, national origin, religion, or gender in the programs, activities, and services, provided as required by law.

The faculty and staff of LeGrande Elementary School are committed to ensuring that every student:

1. Feels safe, welcome, and valued at our school.
2. Is able to achieve at high academic levels.
3. Receives a full, fair of the opportunities our school has to offer.
4. Knows and honors the achievements of his or her own cultural traditions.
5. Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later and life.

Annually, as part of our Comprehensive School Improvement Planning Process, we will review how well we are fulfilling this commitment, including data broken down by gender, ethnicity, socio economic status, and disability on:

1. Student performances.
2. Student participation in our programs.
3. Student disciplinary referrals.
4. Family involvement in school activities.
5. Feedback from students, parents, staff, and community leaders on their perception of performance in this area.

Based on the above analysis, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment above.

Extracurricular Policy

Criteria for Programs

We support extracurricular programs based on the following criteria:

1. Contribution to students becoming self-sufficient individuals of good character exhibiting the qualities of citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline.
2. Contribution to students becoming “responsible members of a family, work group, or community, including demonstrating effectiveness in community service”.
3. Student interest.
4. Ability to attract students currently not involved in extracurricular or service projects.
5. Ability to enhance or maintain equity in our overall program.
6. Ability to arrange suitable adult supervision.

Program Currently Offered

We will provide the following extracurricular programs.

1. Student Technology Leadership Program
2. Academic Team (Elementary & Middle Grades)
3. Basketball
4. Cheerleading
5. Various District Sports
6. Beta Club
7. Y-Club
8. Yearbook

We will approve additional extracurricular activities based on their ability to meet the criteria listed above.

Student Eligibility

Students will be eligible to participate in athletics/cheerleading if they...

1. Maintain at least a C average each nine weeks grading period.
2. Avoid suspension or probation from school.
3. Are in attendance for the day in order to practice or play in the game unless excused by the principal.
4. Provide the coach with a doctor’s statement certifying the doctor’s approval of acceptable physical condition to participate.

5. Meet any requirements set by the appropriate sponsoring or governing organization. For example, interscholastic athletics participants must comply with rules set by Kentucky High School Athletic Association.
6. Comply with the rules established by the adult coach or sponsor for the activity.

Students retained in grades 4-7 will not be eligible to play athletics or cheerleading until they are promoted.

Students will be eligible to participate in other extracurricular activities if they ...

1. Avoid suspension or probation from school.
2. Are in attendance for the day in order to practice or participate in the activity unless excused by the principal.
3. Meet any requirements set by the appropriate sponsoring or governing organization. For example Beta Club students must meet criteria established by the national organization.
4. Comply with the rules established by the adult coach or sponsor for the activity.

Coaches and Sponsors

An adult coach or sponsor who meets any applicable requirements set in each sponsoring or governing organization will lead each extracurricular activity. The coach or sponsors will be responsible for supervising all students while participating in the activity, including preparation and travel time.

The principal will assign coaches and sponsors from our school's current staff following our policy on assignment of time. If it is necessary to consider applicants who do not currently work at or school, our policy on consultation policies will be followed.

Retention Policy Grades 4-8

Retention will be considered for those students who have two or more F's in any combination of core content classes (Language Arts, Science, Math, Social Studies) or a combination of related arts classes (Art, PE, Music).

Normally students are not retained for more than one year but if it is strongly felt that retention will benefit a student who has already been retained and the Light's Retention Scale supports this it will be considered.

Light's Retention Scale will be used to assist in assessing retention candidates.

Parent notification of possible retention should be given as early as possible (second nine weeks report card) however, the student's average grade at the end of the 4th nine weeks will be considered before retention is suggested.

At the request of the parent, the principal will appoint a review committee. After meeting, this committee will submit a recommendation to the principal. Parents will be notified of the decision.

If a committee is appointed parents may submit their views of the student's possible retention in writing for the committee's consideration.

Decision of the review committee is final.

Classroom Instruction

Classroom Instruction

All instruction shall be aligned with the school curriculum.

On a regular basis in each class, each teacher will:

1. Use varied student centered instructional strategies.
2. Addresses various learning styles and the multiple intelligences.
3. Apply findings from brain research.
4. Use activities where all students use higher order thinking and problem solving skills.
5. Make active use of interdisciplinary connections.
6. Assign tasks similar to those used for state and local assessments.
7. Provide opportunities for students to connect their learning to real life experiences.
8. Adjust instruction to respond to the diversity of students in each class, including their cultural based learning styles, and any disabilities and any special gifts and talents identified in Individual Education Plans.
9. Use technology for appropriate and varied learning activities.
10. Use technology to expand the classroom into the community.
11. Use instructional resources that are developmentally appropriate for the students in the class.
12. Use instructional resources that reflect appropriate diversity.
13. Use a variety of electronic and printed instructional resources.
14. Assign homework that extends student learning on class-time subjects.

Each teacher's plans will clearly reflect these types of activities (Items 1-14) throughout each nine-week grading period.

Collaboration on Classroom Instruction

During collaborative planning time (at least once every two weeks), teachers will:

1. Review the activities they have each used.
2. Discuss success and challenges.
3. Share possible solutions to challenges.
4. Identify areas needing further work or support.

At the end of each planning session, a reporter for the group will file brief anecdotal notes with the principal by the following school day.

Principal's Roles

The principal's or principal's designee will:

1. Check for success in implementing this policy as part of regular classroom observation and evaluation of each teacher.
 2. Include areas under this policy where each teacher needs additional work and include those recommended for that teacher's professional growth plan.
-

Professional Development

Definition

Professional development is defined as the experiences provided to the faculty and staff to prepare them to fulfill responsibilities and to maintain a focus on the needs and interests of children.

Standing Committee

The standing committee for professional development will...

1. Assess the professional development needs of faculty and staff.
 2. Develop a plan for professional development.
 3. Manage professional development activities, including scheduling, consultative assistance, and refreshments.
 4. Report to council.
-

Budget

The principal shall develop and administer the school budget. The principal shall present monthly budget reports to the council.

Homework Policy

Definition/Purpose

Homework is the out-of-class assignments that a student is assigned as an extension of classroom work. There are three basic types: practice, preparation, and extension. Practice assignments generally reinforce newly acquired knowledge or skills. Preparation assignments provide background information (research, readings, etc.). Extension assignments encourage creative and individualized learning by emphasizing student initiative and research (projects). Homework increases student achievement levels, prepares students for future study, and teaches responsibility for completing assigned tasks in a timely manner.

Teacher Responsibility

The need for homework is seen as a necessary supplement to daily instruction at LeGrande Elementary School. It is the option of the classroom teacher as to the frequency and structure of assignments made. However, these guidelines should be followed.

1. The assignment should either enhance the learning environment or provide practice in skills already taught toward completion of an outcome. New material is to be taught in the classroom.
2. Students should be able to complete regular assignments in 15-20 minutes each night for each class. Special projects (term papers, projects, etc.) may take longer, but can be completed over several evenings.
3. Teachers on each team should coordinate major projects so that they do not have several due at the same time.
4. Homework will be assigned in reasonable amounts, checked, returned as quickly as possible (within a week), and reviewed while the material is still current. Similar procedures should be followed with projects, tests and quizzes.
5. Teachers will deduct points if homework assignments are incomplete or turned in late.
6. Teachers should refer students to ESS when it is apparent that he/she is struggling with the content being covered.
7. Teachers should maintain documentation of all referrals to ESS.
8. Teacher should assign NO homework or give test during testing windows.

Student Responsibility

1. Homework assignments are expected to be completed and turned in on the date that the work is due.
2. Students are responsible for copying homework assignment reminders into their agenda books.
3. Homework shall be completed in a neat and organized manner.
4. Students are responsible for completing missed work due to absence. It is the student's responsibility to make arrangements with the teacher for make-up work, tests, etc. missed during the excused absence. Students will have two days for every day missed to make up homework after and excused absence.
5. Students are responsible for asking for help or assistance when difficulties occur.
6. Students are responsible for assuming personal responsibility for completeness and the quality of the work assigned.
7. Missed homework may be made up during ESS time.

Parent/Guardian Responsibility:

The parent is responsible for ensuring that homework is valued and for supporting the school in explaining how homework supports learning.

1. The parent is responsible for providing a quiet, suitable place for the child to do homework.
 2. The parent is responsible for encouraging a scheduled, expected time to complete daily work.
 3. The parent is responsible for making homework an enjoyable experience.
 4. The parent is responsible for supervising and encouraging the child's effort and praising the child for work completed.
 5. The parent is responsible for providing transportation to and from ESS services offered before and after school.
-

Primary Homework Policy

Homework assignment for **primary** students at our school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignments only.
- All homework combined shall not exceed twenty minutes each day.

Research base: The National Parent-Teacher Association and the National Education Association recommend that homework for **primary** students shall not exceed twenty minutes.

Intermediate Homework Policy

Homework assignments for **intermediate** (4th-6th grades) students at our school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignment only.
- Points given for homework may not exceed five percent of the total grade for any subject area.
- All homework combined shall not exceed forty minutes each day.

Research Base: The National Parent-Teacher Association and the National Education Association recommend the homework for **intermediate** students shall not exceed forty minutes.

7th – 8th Homework Policy

Homework assignment for intermediate **7th – 8th grade** students as out school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignments and homework assignments at the discretion of the teacher.
- Points given for homework may not exceed ten percent of the total grade for any subject area.
- All homework combined shall not exceed one hour each day.

Research Base: The National Parent-Teacher Association and the National Education Association recommend that homework for **7th -8th grade** students shall not exceed two hours each day.

Student Dress and Appearance Policy

Please find listed below guidelines for dress. The primary criterion for this section is to avoid embarrassment of the student, parents, or LeGrande Elementary School, and to ensure that the educational process is neither disrupted nor impeded. The wearing of clothing which might offend other students or teachers or which might disturb the order and decorum of the school is prohibited.

1. Principals and teachers shall enforce the dress code in her schools. In instance involving clothing not specifically included in the regulations or involving variation of clothing covered in the regulations, the principal shall interpret the policy.

2. Modesty and the avoidance of distracting influences are to be the key to dress
3. The wearing of any attire, cosmetics, presentation of extra-ordinary personal appearance, or any *unsanitary body condition*, which in the judgment of the principal significantly disrupt school work, interrupts scholastic endeavors, or threatens the health of other pupils and/or faculty, is prohibited.
4. Hats, caps, bandanas, or headdresses shall not be worn in school unless they are necessary for health or safety purposes. A doctor's note must be presented beforehand. This includes during transport on school buses. Exception will be designated at day announced by the Principal. If a hat is brought to school it will be confiscated and returned at the end of the day (first offense). Subsequent infractions will require a parent to pick the hat up at school.
5. Sunglasses shall not be worn inside the school building without a medical excuse. A doctor's note must be presented beforehand.
6. The hair shall be clean and well groomed. Distracting extremes shall not be permitted.
7. All shorts, skirts, and dresses **must be no more than two inches above the knee.**
8. Students must wear pants at the waist. Sagging garments are prohibited.
9. No chains may be worn to school other than normal necklaces or bracelets.
10. No accessory may be worn that has spikes or sharp points (spiked dog collars, etc.).
11. Prohibited are the nude look, see-through, or cut away styles that expose the rib cage.
12. All shirts should be of a length to be able to tuck in pants. Any garment, which exposes the stomach area above or below the navel, is prohibited.
13. Spaghetti straps are prohibited and straps must be at least 2" in width. Sleeveless garments for males must be hemmed and cannot expose the rib cage.
14. Patches, emblems, and clothing suggesting or depicting vulgarity, profanity, or advertising alcoholic beverages or illegal substances shall not be permitted. Likewise, students shall not wear clothing depicting violence including guns, knives, etc.
15. Visible body graffiti, either temporary or permanent is prohibited. This includes tattoos or writing on one's body with pen or marker.

Students wearing inappropriate clothing will be asked to change. T-shirts will be provided (should be returned at the end of day). Students may not call home to request other clothing. Please refer to the student discipline policy for subsequent consequences for dress code violations.

Discipline Policy

LEGRANDE ELEMENTARY SCHOOL DISCIPLINE POLICY

SS= Saturday School (8:00-11:00)

ASD= After School Detention = 1 to 2 hours after school (ASD will be held daily)

OD= Office Detention

The following pages outline the consequences for violations of our school rules and code of conduct/dress. Written discipline notices will be mailed home as well as sent home with the student. Parents will be given written or verbal notification of discipline decisions concerning their child in reference to office referrals. Please note, the severe clause may be applied at any level.

Any infraction beyond prescribed action is up to the Principal's discretion or board policy. If corporal punishment is deemed an appropriate measure it will only be administered according to the corporal punishment document that is signed by parents and returned to school.

OFFENSE	1 ST OFFENSE	2 ND OFFENSE	3 RD OFFENSE	4 TH OFFENSE
Cellular Phone Violation	Written warning	Cell phone confiscated (parent may pick up).	Cell phone confiscated and parent may pick up and 1 hr. ASD	Cell phone confiscated, parent may pick up, 1 day SS
Tardy to Class	Verbal Warning	Written Warning	1 hr. ASD	1 day SS
Bus Disturbance (per district policy)	Written Warning and parents notified.	3 days bus suspension	10 days bus suspension	Bus suspension for rest of the year.
Cheating/ Plagiarism	Discretion of Administrative Staff, Parents Notified and student receives a zero on assignment.			
Dress Code Violations	Written Warning, Parents Notified, Change Clothes. If the violation involves heavy chains, spiked or studded items, the item will be confiscated and parents will need to pick up the item.	First offense consequences AND 1 hr. OD	First offense consequences AND 2 hrs. ASD	First offense consequences AND 1 day SS
Defiance/ Disrespect	1 Day OD	2 days OD	1 day SS	OD, SS, Suspension, Court
Disrespect with profanity or aggression toward a teacher.	Discretion of administrative staff, possible suspension and/or court referral			
Disruptive Behavior	Written warning and parent notification.	1 Day OD	2hrs. ASD	SS or suspension
Fighting or Instigating a Fight	3 Days OD/ASD/SS	Suspension	Suspension	Suspension
Destruction of School Property/ Vandalism	Restitution, Discretion of Administrative Staff, possible court referral			
Bullying, Intimidation, or	For each occurrence, Discretion of Administrative Staff, Possible Warning, Peer Mediation, Parent Conference, Referral to Counselor, Possible			

Harassment*	suspension, Possible court referral, possible referral to Alternative School, Board hearing for possible expulsion			
Failure to Serve Saturday School	2 Days ASD @ 2 hrs. each day	1 Day Suspension		
Forgery	Administrative Staff Discretion			
Improper display of affection	Written Warning AND parents notified	.5 Day OD	2 hrs. ASD	SS and Parent Conf.
Obscene Gestures, Cursing, Profanity	Written warning and parent notification	1 Day OD	2 Days OD	1 day SS
Possession of Pornography	1 Day OD and parents notified	2 Days ASD @ 2 hrs. each day	Suspension	Suspension
Possession of dangerous weapon	Suspension and/or Expulsion Hearing and/or referral to Alternative School			
Possession, Sale or Transfer of Drugs and/or Alcohol	Suspension and/or Expulsion Hearing and/or referral to alternative school			
Tobacco Violation (Possession or Use of Tobacco or related products)	1 Day OD and parents notified	2 Days OD and parents notified	1 day SS and parents notified	Suspension
Stealing Possession of Stolen Property	Administrator Discretion, Parents notified; 3 days CLL, Restitution and/or possible suspension			

*Concerning Bullying/Harassment: A classroom guidance/education program will be presented to all students during the first nine weeks of school. Consequences will be enforced after the educational program is presented. If bullying/harassment continues after the normal consequences are carried out as stated in the code of conduct the court designated worker will be brought in to assist with student behavior.

Concerning Referrals to Alternative School

The Hart County Board of Education has provided schools with a policy that assigns points for each occurrence of discipline policy violations. Therefore, in addition to the consequences set forth in the above table, students will also accumulate points for each offense. When the offense points total 20, a referral to the Alternative School is automatic.

Please refer to the following for the point assignments:

- Warnings—0 points
- 2nd, 3rd, and 4th offenses—1 point
- Assignment to CLL—2 points
- Assignment to ATS—3 points

Out of School suspension—5 points

Definition of Terms

Cheating – to act dishonestly; to deceive by trickery, to use someone else’s answers.

Deface – to mar or spoil the appearance or surface of.

Instigating – to urge or incite.

Plagiarism – to use and pass off as one’s own ideas or writings.

Pornography – pictures, writing, or other material that is sexually explicit.

Stealing – to take without right or permission.

Threat – an expression of an intention to inflict pain, injury, or evil. A person regarded as a possible danger.

Vandalism – willful or malicious destruction or defacement of public or private property.

Comprehensive Planning

Plan Development

Starting in the fall of each two-year cycle, we will use the planning process recommended by the Kentucky Department of Education to:

1. Analyze our CATS results, including data disaggregated by gender, ethnicity, disability, and participation in the free and reduced lunch program, and Limited English Proficiency
2. Identify substantive gaps.
3. Identify priority needs based on performance data.
4. Identify the causes that create the priority needs from that data on our school operations.
5. Set two-year goals and objectives to address the identified needs. Select strategies and activities for reaching the objective.
6. Identify responsible persons, timetables, and funding to implement those strategies and activities.
7. Select measurements to track progress toward the goals as strategies are implemented.
8. Obtain widespread input from our school community.

Plan To Address Achievement Gaps

Starting in the fall of each two-year cycle, we will revise our plan it address substantive achievement gaps in step 1.

1. Analyze our CATS results, including data disaggregated by gender, ethnicity, disability, and participation in the free and reduced lunch program, and Limited English Proficiency.
2. Identify substantive gaps.
3. Set targets for reducing each substantive gap. This step will be completed by November of that calendar year if possible and definitely not later than February 1 of the next calendar year.
4. Work with our superintendent and local board of education to agree on those targets or revised version.
5. Set a time schedule for when we will eliminate all the substantive gaps.
6. Make each target part of at least one component of our plan.
7. Revise the changed components to fully support implementing the target.
8. Hold a public meeting called by the principal to present the draft plan and receive additional input.
9. Adopt a complete revised plan no later than April 1 of each odd-numbered year.

Development/Revision Plan

As needed, the council will appoint ad hoc committees to complete the planning process in adherence with district policy and procedures.

Implementation and Impact of Plan

At each regular meeting, the Council will review the progress of implementing and monitoring the plan. Implementation and Impact Checks will be approved by the council in adherence with district timelines and procedures.

Schedule

Criteria For Schedule

Our school will:

1. Reflect our mission and belief statements.
2. Provide students with the learning time they need.
3. Provide students with the technology access they need to complete writing assignments and other learning activities.
4. Allow teachers shared time to collaborate and plan on a regular basis.
5. Support our curriculum policy and our instructional practices policy.

6. Support the goals and strategies established in our Comprehensive School Improvement Plan.
7. As much as possible, give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing and exclusion related to cultural background, physical abilities, socio-economic status, and cultural status.

Process For Schedule Development

The school principal will develop a schedule based on needs of students, number of students, and certification areas and present to the SBDM council by July.

Student Assignment Policy

Criteria For Student Assignment To Classes and Programs

The principal (or Principal's designee) shall assign students to and programs in a manner that will:

1. Take each student's developmental needs into account.
2. Create collaborative groups of teachers responsible for the same student and with common planning time so that they share planning and thoughts on individual student needs.
3. Make it easy for those teachers to make flexible adjustments to their schedules and student grouping, which we believe will support higher learning for students.
4. Support our Comprehensive School Improvement Plan.
5. Maintain the state class size cap except under these circumstances: temporary exceptions may be made in order to provide an appropriate assignment to a newly-enrolled student and permanent exceptions may be made after meeting with all the teachers for the appropriate student level and topics and concluding that no other reasonable alternative will meet the students' needs.
6. In instances where LeGrande Elementary has multiple classes on the same grade level students will be assigned classrooms through STI or other class scheduler. This will ensure an even distribution of both males and females in the classes. Unless there is a valid reason for a room

- change the student assignment as dictated through the scheduling process will remain unchanged.
7. Parent requests for specific room/teacher assignments will not be honored.

Primary Homeroom Assignment

All classrooms shall contain a variety of abilities and may contain two or three different age levels and flexible grouping shall be provided in the classrooms and possibly among classrooms. Special education students shall be placed in regular classrooms for as much of the school day as possible with adequate support. The recommendations shall follow with expectations for multi-ability, multi-aged, multi-gender, and equitable classrooms. The principal shall make room assignments based on #6 in the above mentioned criteria.

Grade 4-8 Homeroom Assignments

Classrooms shall conform with expectations for multi-ability, multi-gender, and equitable classrooms. The principal shall discuss the recommendations with the teachers. The principal shall assign student to homerooms with teacher recommendations with exceptions being made to address necessary physical needs, interpersonal conflicts, and proportions by race and gender. If there is a request for re-assignment the principal will follow #6 in the above mentioned criteria.

Homeroom Lists

By the last day of July, the principal shall make student assignments for the next school year and make homeroom assignments available to parents. The lists may be posted on the front doors of the school, posted in the office, or made available by another appropriate means at the principal's discretion.

Writing & Writing Portfolio Policy

Teacher Accountability

Teachers will complete a writing plan indicating the types of writing and a dated continuum to be followed: This is suggested and adopted by SBDM.

--

Teacher: GOAL:	Class:
Month	Objective:
August	Objective/Core Content/Assessment/DOK
September	Objective/Core Content/Assessment/DOK
October	Objective/Core Content/Assessment/DOK
November	Objective/Core Content/Assessment/DOK
December	Objective/Core Content/Assessment/DOK

January	Objective/Core Content/Assessment/DOK
February	Objective/Core Content/Assessment/DOK
March	Objective/Core Content/Assessment/DOK
April	Objective/Core Content/Assessment/DOK
May	Objective/Core Content/Assessment/DOK

Use of Writing

Each student will use writing as a way to learn throughout the year to complete required writing pieces. Using the full writing process each semester, teachers will plan and implement writing activities that integrate writing instruction, reading skills, and content area objectives. Teachers will make appropriate accommodations for being writers as to what is accepted as a writing piece but will expect some type of work on paper from each student.

Each teacher's writing assignments under this policy shall:

1. Increase student understanding of the curriculum being taught at that time.
2. Use content area readings of the same type in conjunction with the writing instrument.
3. Include appropriate prewriting activities.
4. Include submission of a first draft.
5. Provide students with feedback through conferencing.
6. Include student revisions of the draft.
7. Include editing of the draft.
8. Include a thoughtful decision about what, if any publication will be used to connect the writing process.

Students will have the options of using word processing or submitting required pieces in the student's own handwriting. Conferencing will focus on one or two areas of need, addressing patterns and errors or problems that occur frequently.

Writing Folders And Portfolios

Teachers will maintain a complete folder of the required writing pieces done by the students in their homeroom. Including those from past years and any additional pieces students volunteer to be added to the folder. Teachers will turn in their folders to the principal (or principal's designee) at the end of each year when they turn in final grades or progress reports. The principal (or principal's designee) will ensure that each folder is passed on to the next homeroom teacher.

In fourth and seventh grades, students will review the file of their work and select pieces for final improvement and inclusion in the portfolio that is considered for the state's assessment program. At least two drafts of each piece should remain in the students' working folders. Teachers will ensure that every student has adult and peer feedback, classroom time and access to word processing equipment to complete those revisions.

Parent Involvement Policy

Home Support for Student Learning

Our Principal and teachers will...

1. Require students to record daily homework assignments in the students' agenda/handbook.
2. Provide information on the content students will learn each year.
3. Send home newsletters at least four times a year that include information on constructive family practices, such as encouraging school attendance, completing homework, monitoring television viewing, etc.
4. Support a vigorous Parent Teacher Organization.

Our Family Resource Service Center will...

1. Survey families at least once a year to learn what services and activities would most help the families support their children.
2. Offer a well-planned, well-published set of programs to meet those needs.

Decision Making

We invite concerned adults through out our community to oin in our decision making by...

1. Signing up to serve on our SBDM committees.
2. Attending Council or committee meetings.
3. Commenting on draft policies and plans as they are made available on our website and SBDM bulletin board.

4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

Volunteers

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

1. Tutoring
2. Assisting with classroom activities that need more than one adult's help.
3. Preparing materials, mailings, refreshments and other items needed for family and community involvement.
4. Joining our Parent Teacher Organization and participating in its many efforts to strengthen our school.

As needed, we will identify other volunteer roles through our Comprehensive School Improvement Planning process. Parent volunteers will be assigned special duties/responsibilities by the principal or the principal's designee based on instructional needs of the school. Parents may or may not be assigned to volunteer in their own child's classroom.

Evaluation Process

Our comprehensive School Improvement Planning process includes a regular cycle of reviewing data contained in all policies. Changes may be made when need is shown or student or curriculum change occurs. Any change will be facilitated through a first and second reading of the policy in question.

LeGrande School Technology Application Document

Teacher and Student Responsibility:

LeGrande School is rich in technology. Our resources range from Activ Boards to computer labs, both stationary and mobile. This should allow our students to experience technology fully on a regular basis.

1. All teachers in every grade level are responsible for planning and leading students in an assignment of student made work that in most cases will coordinate with core content.
2. Middle grades students will produce a work of technology every quarter. These works should meet the guidelines of our district technology fair.
3. Primary students will produce a work of technology every semester. These works should meet the guidelines of our district technology fair.
4. Teachers will be the leaders in assisting all students in preparation for the technology fair.

5. The Library Media Specialist as the lead technology person in the building will assist teachers and students to perfect final technology products.
 6. K-8 teachers are responsible for assisting students in preparation for the technology fair
-

School Grounds Smoking Policy

It is the goal of the faculty and staff of LeGrande School to have a safe environment for our students, families and community members. To this end we are enacting a policy that will prohibit smoking on school grounds. Anyone who smokes during school events must do so in their vehicles and out of the sight of LeGrande students.

We have students who currently have health conditions that prohibit them from being exposed to smoking of any kind. In fact even the scent of smoke on clothing can cause their health problems to flare more frequently. Asthma is also a condition that many of our students suffer from, and exposure to cigarette smoke is a known trigger.

We are asking for the cooperation of all who visit LeGrande School to adhere to this policy. Failure to do so may result in the offender being asked to leave the school's property.

LeGrande Safety Protocol

1. The doors will open at 7:20 for students who ride the bus to enter the building. Any adult bringing his/her child to school, and wishing to walk them into the building, MUST sign in before entering the hallway.
2. Any person picking a child up, who is not known to the school secretary, will be asked to show a picture ID.
3. Parents and other visitors MUST enter through the front door. They will not be permitted to enter through the gym, library or side door. Please do not ask students to open the door for you.
4. Any parent or visitor who becomes confrontational, whether it be physical or verbal, will be reported to local law enforcement.
5. If for any reason your child's pick up list changes, you will need to come to school and change the people on the list.
6. If you are in the pick- up line after school, and are unknown to the teachers, you will also be asked for a picture ID. Also, you MUST remain in your vehicle during afternoon pick-up. If you do not wish to do this, you will have to park at the other end of the building and come to the office to sign your child out. Please do not walk up to the library door to escort your child to the car. A teacher will bring your child to you.

7. During afternoon dismissal, if you choose to come in the school to pick your child up, you will need to sign in at the office before entering the hallway.
8. Parents will NOT be permitted to go to the classroom during class time unless they have an appointment (This does not include parent volunteers, or a parent needing to check on a sick child, etc.). If the secretary tells you that you may not go to the classroom, and you enter the hallway anyway, it will be looked upon as a breach of security and law enforcement may be called.
9. Phone calls to the school are welcomed, but please use this service in the way that it is intended. We will no longer put phone calls through to teachers during instruction time unless it is an emergency (in which case you will need to explain that to the secretary or whoever answers the school phone). Please see the enclosed list of planning times for your child's teacher and call during his/her planning time.