Gallatin County Lower Elementary
SBDM SPECIAL Meeting Agenda
June 10, 2020

1. Opening Business
   a. Approval of the Agenda
   b. Approval of the Minutes of the previous meeting
   c. Good News Report
   d. Public Comment
2. Student Achievement
   a. Student Achievement Report
3. School Improvement Planning
   a. Monthly Review
   b. Working Conditions Survey
4. Budget Report
   a. Regular Monthly update
5. Committee Reports
6. Bylaw or Policy Review/Readings/Adoption
7. Old Business
8. New Business
   a. Code of Conduct
9. Ongoing Learning
10. Enter Closed Session to interview and review applicants according to KRS 61.810
11. Exit Closed Session
12. Planning for next meeting
13. Adjournment

In 150 days, we will know we are successful when:

- Proficiency
- Separate Academic Indicator
- Gap
- Growth

The measures/evidence we will use are:

30 days action strategies-Dates:May	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Build our professional efficacy	Megan Morris	May 20	Virtual Meetings
Prepare class lists	All Staff	May 31	Virtual Meetings

If we are not successful, we will:

In 180 days, we will know we are successful when:

- Proficiency
- Separate Academic Indicator
- Gap
- Growth

The measures/evidence we will use are:

30 days action strategies-Dates: June	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
Working Conditions Survey results	Megan Morris	June 30	Virtual Meetings
Hiring new staff	Megan Morris, SBDM	June 30	Face to face social distancing

If we are not successful, we will:

In 210 days, we will know we are successful when:

- Proficiency
- Separate Academic Indicator
- Gap
- Growth

The measures/evidence we will use are:

30 days action strategies-Dates: July	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
Create Writing behaviors for each grade	Team Leads	May 31	Virtual meetings

impact
KENTUCKY

Gallatin County Lower Elementary (Gallatin County)

Impact Kentucky Working Conditions Survey
2020 Impact Kentucky

PANORAMA
EDUCATION

Report created by
Panorama Education

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Working Conditions Survey

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Summary

Topic Description	Results	Comparison	
Educating All Students Faculty perceptions of their readiness to address issues of diversity.	**56%**	**76%**	Kentucky Elementary Schools
		74%	Kentucky
		64%	Gallatin County
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	**53%**	**60%**	Kentucky Elementary Schools
		56%	Kentucky
		46%	Gallatin County
Managing Student Behavior	**57%**	**69%**	Kentucky Elementary Schools
		65%	Kentucky
		58%	Gallatin County
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	**46%**	**63%**	Kentucky Elementary Schools
		59%	Kentucky
		44%	Gallatin County
Resources Perceptions of the adequacy of the school's resources.	**33%**	**46%**	Kentucky Elementary Schools
		46%	Kentucky
		37%	Gallatin County
School Climate Perceptions of the overall social and learning climate of the school.	**40%**	**69%**	Kentucky Elementary Schools
		62%	Kentucky
		44%	Gallatin County

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School Leadership

Perceptions of the school leadership's effectiveness.

53%

69%	Kentucky Elementary Schools
66%	Kentucky
58%	Gallatin County

Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

66%

78%	Kentucky Elementary Schools
76%	Kentucky
72%	Gallatin County

29 responses

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Educating All Students

Your average

56%

29 responses

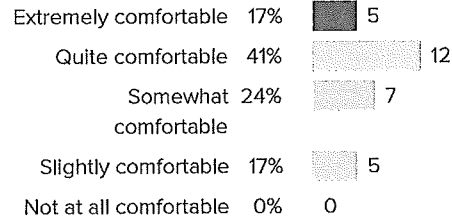|	
School Type average:	**76%** Kentucky Elementary Schools
State average:	**74%** Kentucky
District average:	**64%** Gallatin County

How did people respond?

Q.1: How easy do you find interacting with students at your school who are from a different cultural background than your own?
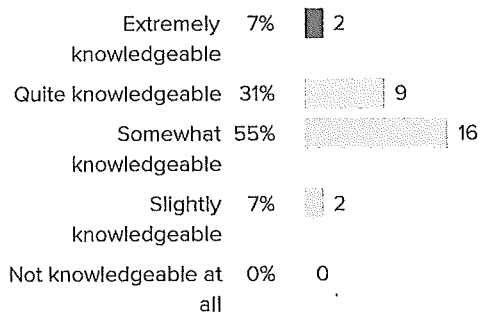
Extremely easy	21%	6
Quite easy	48%	14
Somewhat easy	31%	9
Slightly easy	0%	0
Not at all easy	0%	0
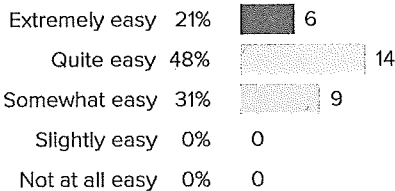
Favorable: **69%**

Q.2: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?
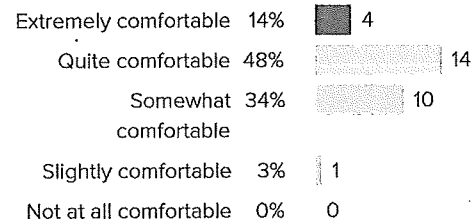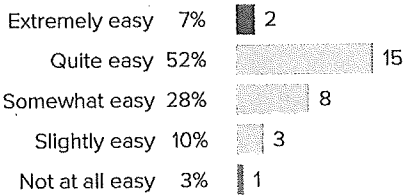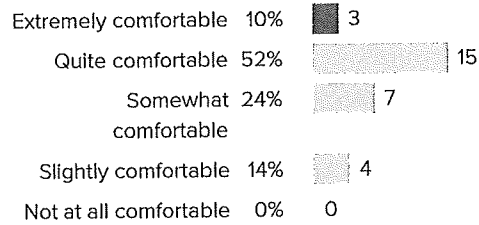
Extremely comfortable	17%	5
Quite comfortable	41%	12
Somewhat comfortable	24%	7
Slightly comfortable	17%	5
Not at all comfortable	0%	0

Favorable: **59%**

Q.3: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

Extremely knowledgeable	7%	2
Quite knowledgeable	31%	9
Somewhat knowledgeable	55%	16
Slightly knowledgeable	7%	2
Not knowledgeable at all	0%	0

Favorable: **38%**

Q.4: If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?

Extremely comfortable	14%	4
Quite comfortable	48%	14
Somewhat comfortable	34%	10
Slightly comfortable	3%	1
Not at all comfortable	0%	0

Favorable: **62%**

Q.5: How easy would it be for you to teach a class with groups of students from very different religions from each other?

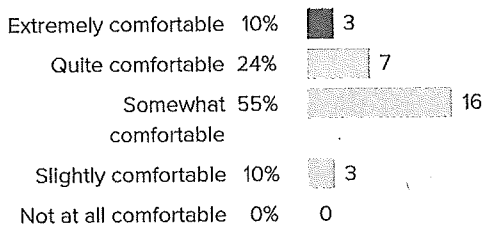|		
Extremely easy	7%	2
Quite easy	52%	15
Somewhat easy	28%	8
Slightly easy	10%	3
Not at all easy	3%	1

Favorable: **59%**

Q.6: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?
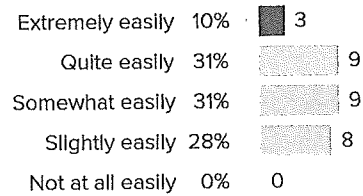
Extremely comfortable	10%	3
Quite comfortable	52%	15
Somewhat comfortable	24%	7
Slightly comfortable	14%	4
Not at all comfortable	0%	0

Favorable: **62%**

Q.7: How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?
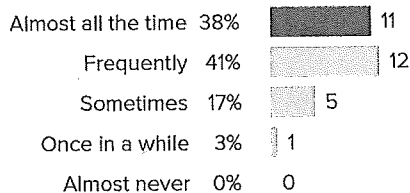
Extremely comfortable	10%	3
Quite comfortable	24%	7
Somewhat comfortable	55%	16
Slightly comfortable	10%	3
Not at all comfortable	0%	0

Favorable: **34%**

Q.8: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

Extremely easily	10%	3
Quite easily	31%	9
Somewhat easily	31%	9
Slightly easily	28%	8
Not at all easily	0%	0

Favorable: **41%**

Q.9: How often do teachers use assessment data to inform their instruction?

Almost all the time	38%	11
Frequently	41%	12
Sometimes	17%	5
Once in a while	3%	1
Almost never	0%	0

Favorable: **79%**

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Feedback and Coaching

Your average
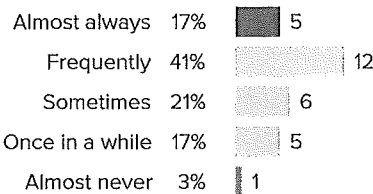
53%

29 responses

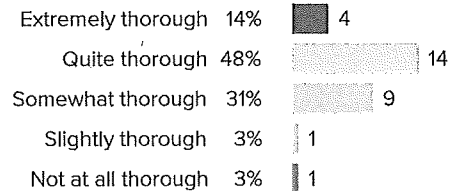|	
School Type average:	**60%** Kentucky Elementary Schools
State average:	**56%** Kentucky
District average:	**46%** Gallatin County

How did people respond?

Q.1: How often do you receive feedback on your teaching?

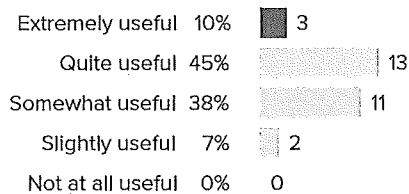|		
Almost always	17%	5
Frequently	41%	12
Sometimes	21%	6
Once in a while	17%	5
Almost never	3%	1

Favorable: **59%**

Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?

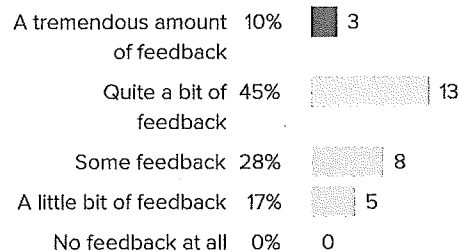|		
Extremely thorough	14%	4
Quite thorough	48%	14
Somewhat thorough	31%	9
Slightly thorough	3%	1
Not at all thorough	3%	1

Favorable: **62%**

Q.3: How useful do you find the feedback you receive on your teaching?

Extremely useful	10%	3
Quite useful	45%	13
Somewhat useful	38%	11
Slightly useful	7%	2
Not at all useful	0%	0

Favorable: **55%**

Q.4: How much feedback do you receive on your teaching?

|		
A tremendous amount of feedback	10%	3
Quite a bit of feedback	45%	13
Some feedback	28%	8
A little bit of feedback	17%	5
No feedback at all	0%	0

Favorable: **55%**

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Q.5: How much do you learn from the teacher evaluation processes at your school?

Learn a tremendous amount	3%	1
Learn quite a bit	31%	9
Learn some	48%	14
Learn a little bit	14%	4
Learn almost nothing	3%	1

Favorable: **34%**

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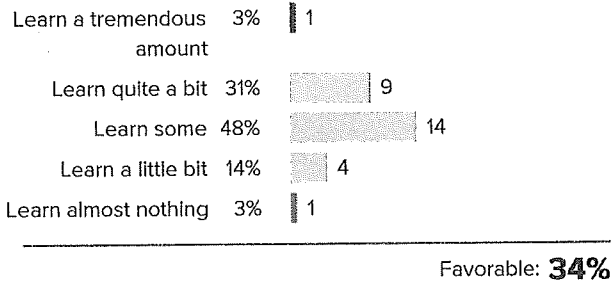
Managing Student Behavior

Your average
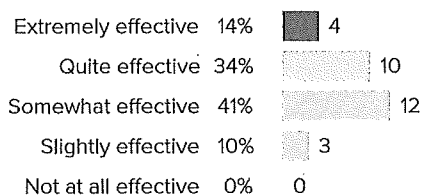
57%

29 responses

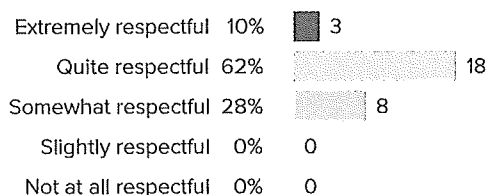|		
School Type average:	**69%**	Kentucky Elementary Schools
State average:	**65%**	Kentucky
District average:	**58%**	Gallatin County

How did people respond?

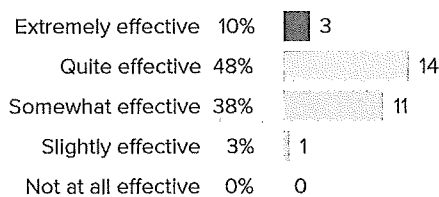**Q.1: How effective are the school leaders at developing rules for students that facilitate their learning?**

Extremely effective	14%	4
Quite effective	34%	10
Somewhat effective	41%	12
Slightly effective	10%	3
Not at all effective	0%	0

Favorable: **48%**

Q.2: How respectful are the relationships between teachers and students?

Extremely respectful	10%	3
Quite respectful	62%	18
Somewhat respectful	28%	8
Slightly respectful	0%	0
Not at all respectful	0%	0

Favorable: **72%**

Q.3: How effective do you think you are at managing disruptive classes?

Extremely effective	10%	3
Quite effective	48%	14
Somewhat effective	38%	11
Slightly effective	3%	1
Not at all effective	0%	0

Favorable: **59%**

Q.4: How well do school administrators support teachers' classroom management efforts?

Extremely well	7%	2
Quite well	52%	15
Somewhat well	28%	8
Slightly well	14%	4
Not at all well	0%	0
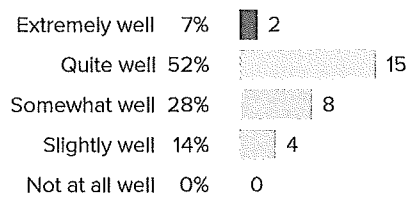
Favorable: **59%**

Q.5: How often does student misconduct disrupt the learning environment at your school?

Almost never	3%	1
Once in a while	14%	4
Sometimes	41%	12
Frequently	34%	10
Almost all the time	7%	2
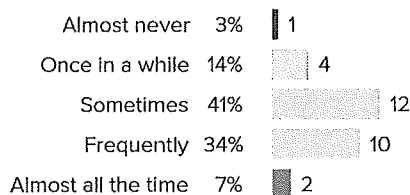
Favorable: **17%**

Q.6: Overall, how safe is the school environment?

Extremely safe	21%	6
Quite safe	66%	19
Somewhat safe	10%	3
Slightly safe	3%	1
Not at all safe	0%	0

Favorable: **86%**

Gallatin County Lower Elementary (Gallatin County)
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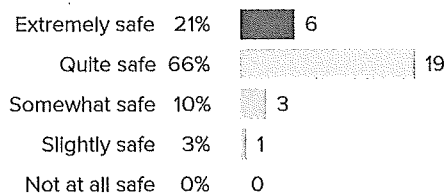
Professional Learning
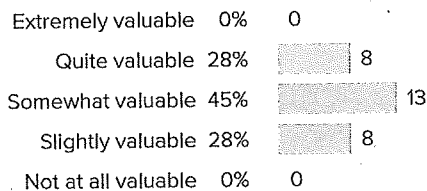
Your average

46%

29 responses

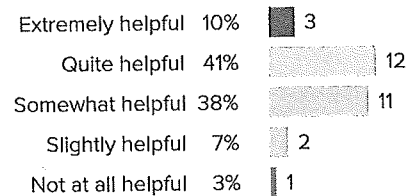|	
School Type average:	**63%** Kentucky Elementary Schools
State average:	**59%** Kentucky
District average:	**44%** Gallatin County

How did people respond?

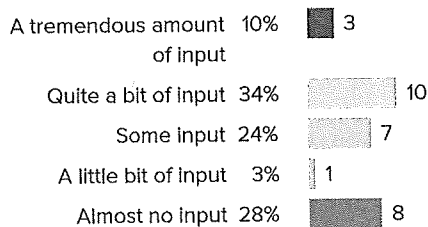**Q.1: At your school, how valuable are the available professional development opportunities?**

Extremely valuable	0%	0
Quite valuable	28%	8
Somewhat valuable	45%	13
Slightly valuable	28%	8
Not at all valuable	0%	0

Favorable: **28%**

Q.2: How helpful are your colleagues' ideas for improving your teaching?

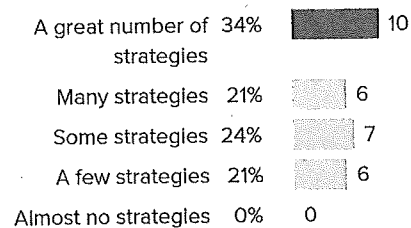|		
Extremely helpful	10%	3
Quite helpful	41%	12
Somewhat helpful	38%	11
Slightly helpful	7%	2
Not at all helpful	3%	1

Favorable: **52%**

Q.3: How much input do you have into individualizing your own professional development opportunities?

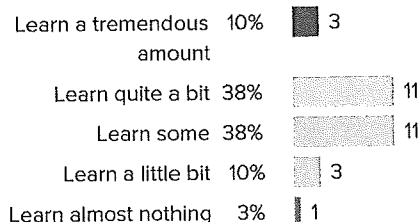|		
A tremendous amount of input	10%	3
Quite a bit of input	34%	10
Some input	24%	7
A little bit of input	3%	1
Almost no input	28%	8

Favorable: **45%**

Q.4: Through working at your school, how many new teaching strategies have you learned?

A great number of strategies	34%	10
Many strategies	21%	6
Some strategies	24%	7
A few strategies	21%	6
Almost no strategies	0%	0

Favorable: **55%**

Q.5: Overall, how much do you learn about teaching from the leaders at your school?

Learn a tremendous amount	10%	3
Learn quite a bit	38%	11
Learn some	38%	11
Learn a little bit	10%	3
Learn almost nothing	3%	1

Favorable: **48%**

Q.6: How often do your professional development opportunities help you explore new ideas?
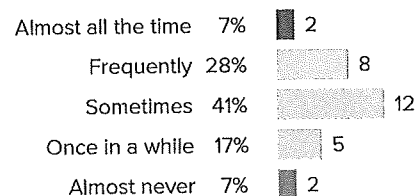
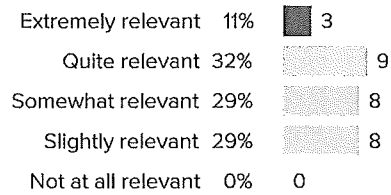|		
Almost all the time	7%	2
Frequently	28%	8
Sometimes	41%	12
Once in a while	17%	5
Almost never	7%	2

Favorable: **34%**

Gallatin County Lower Elementary (Gallatin County)
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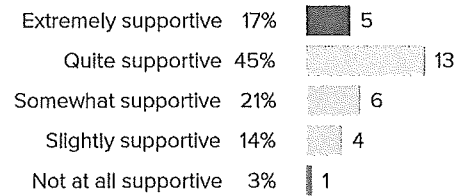Working Conditions Survey

PANORAMA

Q.7: How relevant have your professional development opportunities been to the content that you teach?

Extremely relevant	11%	3
Quite relevant	32%	9
Somewhat relevant	29%	8
Slightly relevant	29%	8
Not at all relevant	0%	0

Favorable: **43%**

Q.8: Overall, how supportive has the school been of your growth as a teacher?

Extremely supportive	17%	5
Quite supportive	45%	13
Somewhat supportive	21%	6
Slightly supportive	14%	4
Not at all supportive	3%	1

Favorable: **62%**

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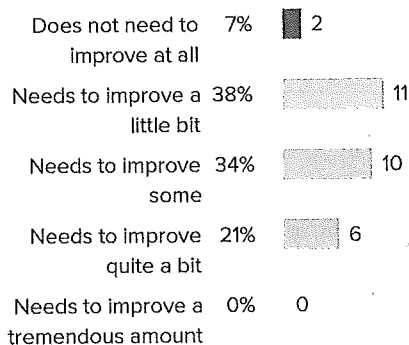PANORAMA

Resources

Your average		
33%		
29 responses		

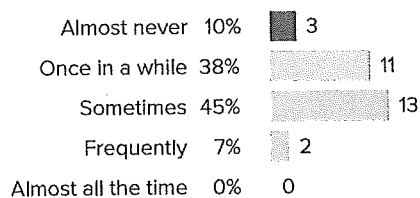|		
School Type average:	**46%**	Kentucky Elementary Schools
State average:	**46%**	Kentucky
District average:	**37%**	Gallatin County

How did people respond?

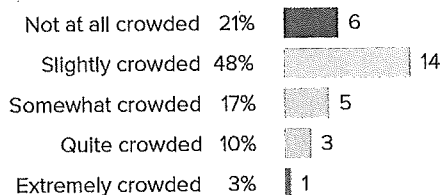### Q.1: To what extent does the quality of the resources at your school need to improve?

Does not need to improve at all	7%	2
Needs to improve a little bit	38%	11
Needs to improve some	34%	10
Needs to improve quite a bit	21%	6
Needs to improve a tremendous amount	0%	0

Favorable: **45%**

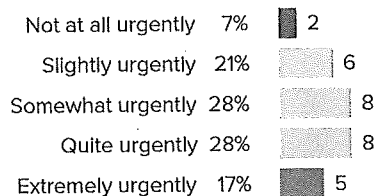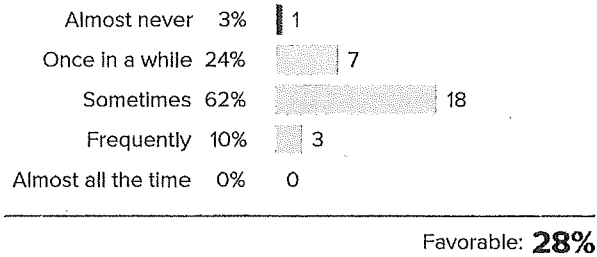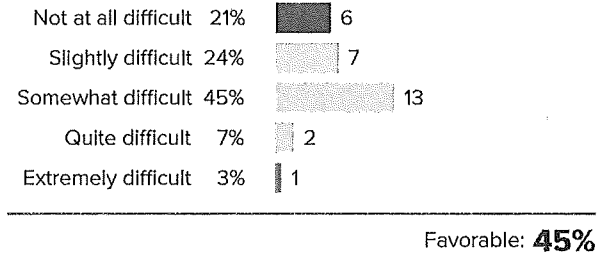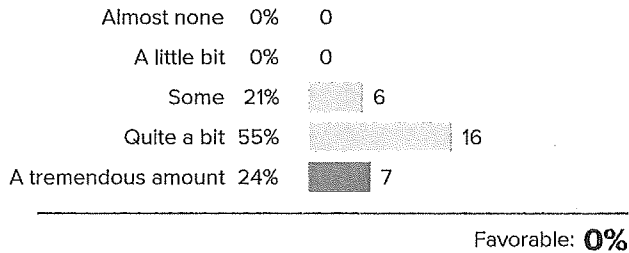### Q.2: When students need help from an adult, how often do they have to wait to get that help?

Almost never	10%	3
Once in a while	38%	11
Sometimes	45%	13
Frequently	7%	2
Almost all the time	0%	0

Favorable: **48%**

Q.3: At your school, how crowded do the learning spaces feel?

Not at all crowded	21%	6
Slightly crowded	48%	14
Somewhat crowded	17%	5
Quite crowded	10%	3
Extremely crowded	3%	1

Favorable: **69%**

Q.4: How urgently does your school's technology need to be updated?

Not at all urgently	7%	2
Slightly urgently	21%	6
Somewhat urgently	28%	8
Quite urgently	28%	8
Extremely urgently	17%	5

Favorable: **28%**

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Q.5: How often do your school's facilities need repairs?

Almost never	3%	1
Once in a while	24%	7
Sometimes	62%	18
Frequently	10%	3
Almost all the time	0%	0

Favorable: **28%**

Q.6: For students who need extra support, how difficult is it for them to get the support that they need?

Not at all difficult	21%	6
Slightly difficult	24%	7
Somewhat difficult	45%	13
Quite difficult	7%	2
Extremely difficult	3%	1

Favorable: **45%**

Q.7: How much of your own money do you spend on your classroom?

Almost none	0%	0
A little bit	0%	0
Some	21%	6
Quite a bit	55%	16
A tremendous amount	24%	7

Favorable: **0%**

Q.8: How important is it for your school to hire more specialists to help students?

Not important at all	3%	1
Slightly important	10%	3
Somewhat important	14%	4
Quite important	31%	9
Extremely important	41%	12

Favorable: **14%**
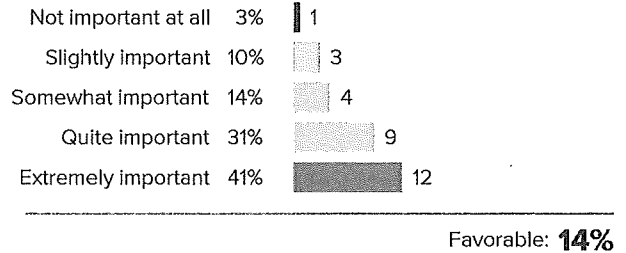
Q.9: How many more resources do you need to adequately support your students' learning?

Almost no resources	3%	1
A few more resources	31%	9
Several more resources	31%	9
Quite a few more resources	28%	8
A lot more resources	7%	2

Favorable: **34%**
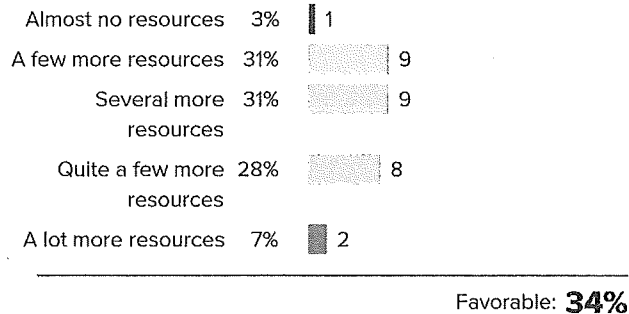
Q.10: Overall, how much does your school struggle due to a lack of resources?
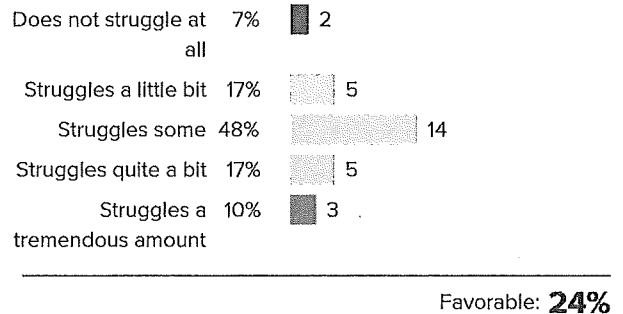
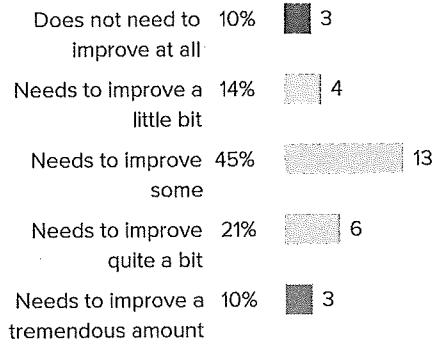|		
Does not struggle at all	7%	2
Struggles a little bit	17%	5
Struggles some	48%	14
Struggles quite a bit	17%	5
Struggles a tremendous amount	10%	3

Favorable: **24%**

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Q.11: To what extent does the access to instructional technology, including computers, printers, software and Internet access at your school need to improve?

Does not need to improve at all	10%	3
Needs to improve a little bit	14%	4
Needs to improve some	45%	13
Needs to improve quite a bit	21%	6
Needs to improve a tremendous amount	10%	3

Favorable: **24%**

Gallatin County Lower Elementary (Gallatin County)
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
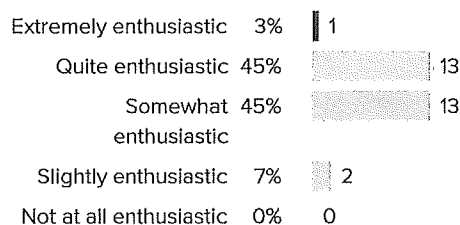Working Conditions Survey

PANORAMA

School Climate

Your average

40%

29 responses

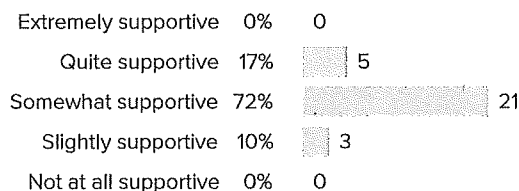|		
School Type average:	**69%**	Kentucky Elementary Schools
State average:	**62%**	Kentucky
District average:	**44%**	Gallatin County

How did people respond?

Q.1: On most days, how enthusiastic are the students about being at school?

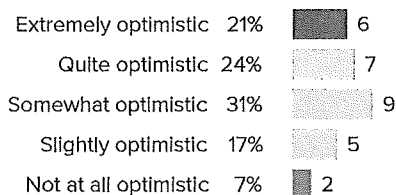|		
Extremely enthusiastic	3%	1
Quite enthusiastic	45%	13
Somewhat enthusiastic	45%	13
Slightly enthusiastic	7%	2
Not at all enthusiastic	0%	0

Favorable: **48%**

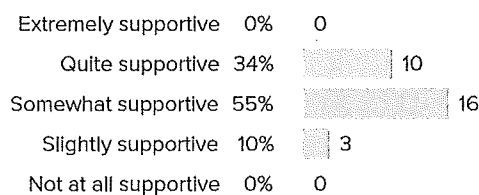### Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?

Extremely supportive	0%	0
Quite supportive	17%	5
Somewhat supportive	72%	21
Slightly supportive	10%	3
Not at all supportive	0%	0

Favorable: **17%**

Q.3: How optimistic are you that your school will improve in the future?

Extremely optimistic	21%	6
Quite optimistic	24%	7
Somewhat optimistic	31%	9
Slightly optimistic	17%	5
Not at all optimistic	7%	2

Favorable: **45%**

Q.4: How supportive are students in their interactions with each other?

Extremely supportive	0%	0
Quite supportive	34%	10
Somewhat supportive	55%	16
Slightly supportive	10%	3
Not at all supportive	0%	0

Favorable: **34%**

Q.5: To what extent are teachers trusted to teach in the way they think is best?

Trusted a tremendous amount	7%	2
Trusted quite a bit	38%	11
Trusted somewhat	7%	2
Trusted a little bit	34%	10
Not trusted at all	14%	4
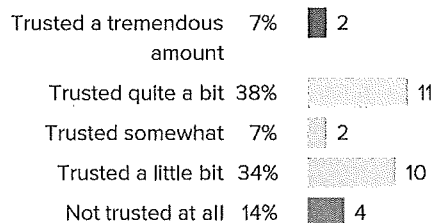
Favorable: **45%**

Q.6: How positive are the attitudes of your colleagues?

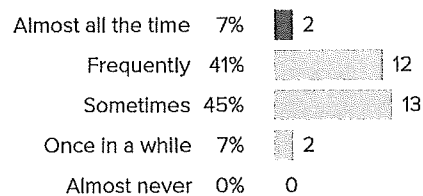|		
Extremely positive	3%	1
Quite positive	10%	3
Somewhat positive	66%	19
Slightly positive	17%	5
Not at all positive	3%	1
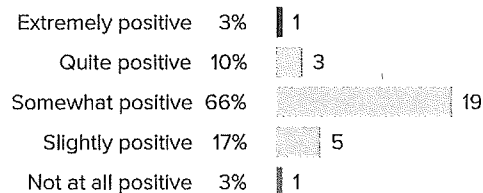
Favorable: **14%**

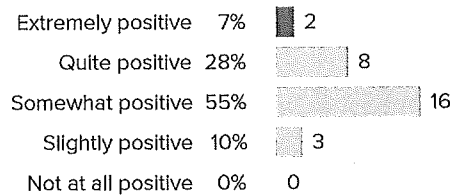**Gallatin County Lower Elementary (Gallatin County)**
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
Working Conditions Survey

PANORAMA

## Q.7: How often do you see students helping each other without being prompted?

Almost all the time	7%	2
Frequently	41%	12
Sometimes	45%	13
Once in a while	7%	2
Almost never	0%	0

Favorable: **48%**

Q.8: Overall, how positive is the working environment at your school?

Extremely positive	7%	2
Quite positive	28%	8
Somewhat positive	55%	16
Slightly positive	10%	3
Not at all positive	0%	0

Favorable: **34%**

Q.9: How respectful are the relationships between teachers and students?

Extremely respectful	10%	3
Quite respectful	62%	18
Somewhat respectful	28%	8
Slightly respectful	0%	0
Not at all respectful	0%	0

Favorable: **72%**

Gallatin County Lower Elementary (Gallatin County)
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
Working Conditions Survey

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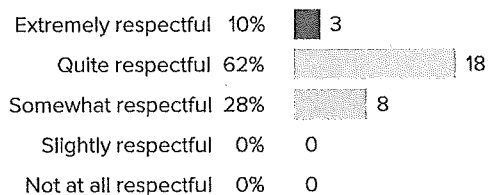
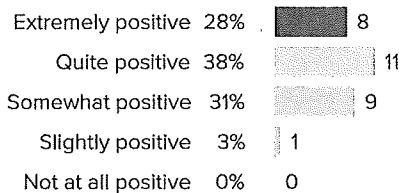# School Leadership

Your average

53%

29 responses

School Type average: **69%** Kentucky Elementary Schools

State average: **66%** Kentucky

District average: **58%** Gallatin County
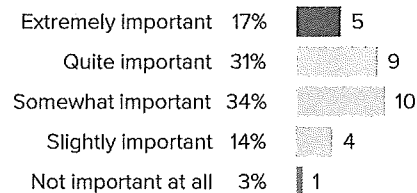
How did people respond?

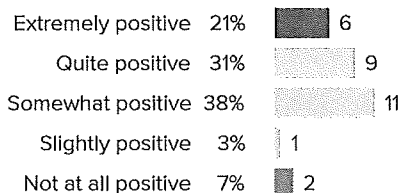### Q.1: How positive is the tone that school leaders set for the culture of the school?

Extremely positive	28%	8
Quite positive	38%	11
Somewhat positive	31%	9
Slightly positive	3%	1
Not at all positive	0%	0

Favorable: **66%**

Q.2: For your school leaders, how important is teacher satisfaction?

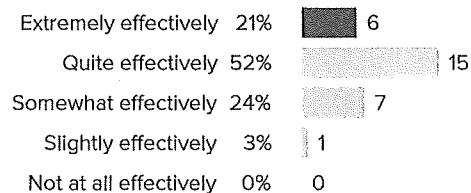|		
Extremely important	17%	5
Quite important	31%	9
Somewhat important	34%	10
Slightly important	14%	4
Not important at all	3%	1

Favorable: **48%**

Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?

Extremely positive	21%	6
Quite positive	31%	9
Somewhat positive	38%	11
Slightly positive	3%	1
Not at all positive	7%	2

Favorable: **52%**

Q.4: How effectively do school leaders communicate important information to teachers?

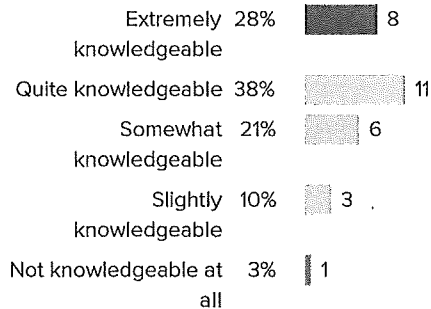|		
Extremely effectively	21%	6
Quite effectively	52%	15
Somewhat effectively	24%	7
Slightly effectively	3%	1
Not at all effectively	0%	0

Favorable: **72%**

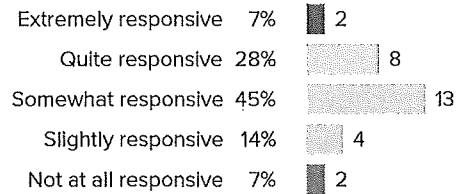**Gallatin County Lower Elementary (Gallatin County)**
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
Working Conditions Survey

PANORAMA

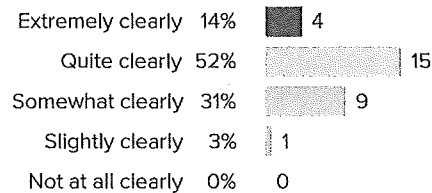**Q.5: How knowledgeable are your school leaders about what is going on in teachers' classrooms?**

Extremely knowledgeable	28%	8
Quite knowledgeable	38%	11
Somewhat knowledgeable	21%	6
Slightly knowledgeable	10%	3
Not knowledgeable at all	3%	1

Favorable: **66%**

Q.6: How responsive are school leaders to your feedback?

Extremely responsive	7%	2
Quite responsive	28%	8
Somewhat responsive	45%	13
Slightly responsive	14%	4
Not at all responsive	7%	2

Favorable: **34%**

Q.7: How clearly do your school leaders identify their goals for teachers?

Extremely clearly	14%	4
Quite clearly	52%	15
Somewhat clearly	31%	9
Slightly clearly	3%	1
Not at all clearly	0%	0

Favorable: **66%**

Q.8: When the school makes important decisions, how much input do teachers have?

A tremendous amount of input	7%	2
Quite a bit of input	14%	4
Some input	50%	14
A little bit of input	11%	3
Almost no input	18%	5
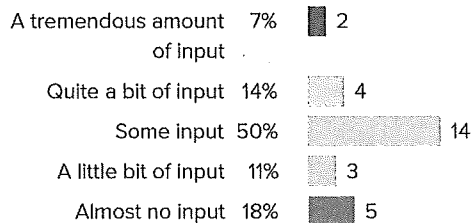
Favorable: **21%**

Q.9: How effective are the school leaders at developing rules for students that facilitate their learning?

Extremely effective	14%	4
Quite effective	34%	10
Somewhat effective	41%	12
Slightly effective	10%	3
Not at all effective	0%	0

Favorable: **48%**

PANORAMA
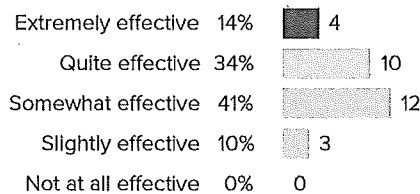
Staff-Leadership Relationships

Your average
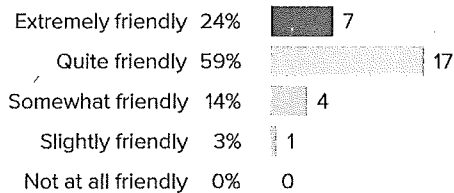
66%

29 responses

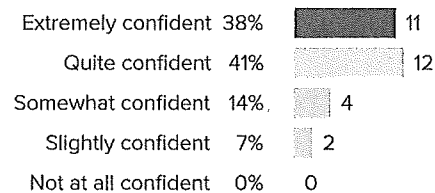|		
School Type average:	**78%**	Kentucky Elementary Schools
State average:	**76%**	Kentucky
District average:	**72%**	Gallatin County

How did people respond?

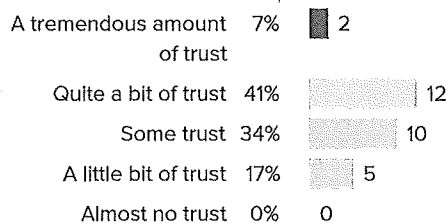### Q.1: How friendly are your school leaders toward you?

Extremely friendly	24%	7
Quite friendly	59%	17
Somewhat friendly	14%	4
Slightly friendly	3%	1
Not at all friendly	0%	0

Favorable: **83%**

Q.2: How confident are you that your school leaders have the best interests of the school in mind?

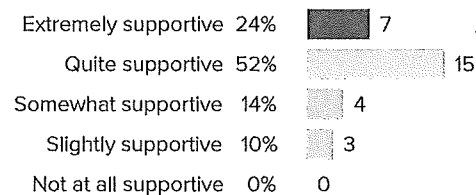|		
Extremely confident	38%	11
Quite confident	41%	12
Somewhat confident	14%	4
Slightly confident	7%	2
Not at all confident	0%	0

Favorable: **79%**

Q.3: How much trust exists between school leaders and faculty?

A tremendous amount of trust	7%	2
Quite a bit of trust	41%	12
Some trust	34%	10
A little bit of trust	17%	5
Almost no trust	0%	0

Favorable: **48%**

Q.4: When you face challenges at work, how supportive are your school leaders?

Extremely supportive	24%	7
Quite supportive	52%	15
Somewhat supportive	14%	4
Slightly supportive	10%	3
Not at all supportive	0%	0

Favorable: **76%**

Q.5: At your school, how motivating do you find working with the leadership team?

Extremely motivating	3%	1
Quite motivating	28%	8
Somewhat motivating	45%	13
Slightly motivating	21%	6
Not at all motivating	3%	1
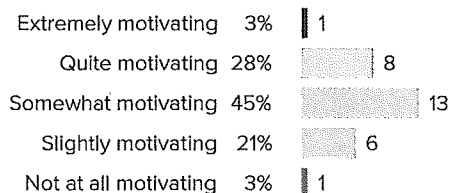
Favorable: **31%**

Q.6: How much do your school leaders care about you as an individual?
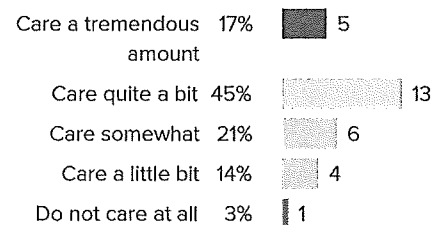
Care a tremendous amount	17%	5
Care quite a bit	45%	13
Care somewhat	21%	6
Care a little bit	14%	4
Do not care at all	3%	1

Favorable: **62%**

www.panoramaed.com
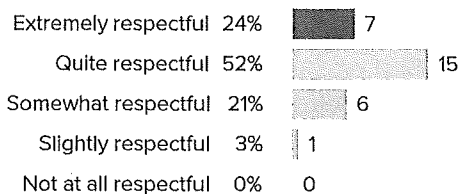
Gallatin County Lower Elementary (Gallatin County)
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
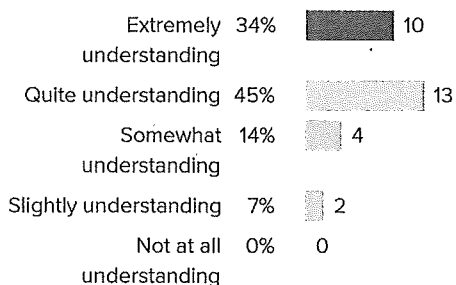Working Conditions Survey

PANORAMA

Q.7: How respectful are your school leaders towards you?

Extremely respectful	24%	7
Quite respectful	52%	15
Somewhat respectful	21%	6
Slightly respectful	3%	1
Not at all respectful	0%	0

Favorable: **76%**

Q.8: When challenges arise in your personal life, how understanding are your school leaders?

Extremely understanding	34%	10
Quite understanding	45%	13
Somewhat understanding	14%	4
Slightly understanding	7%	2
Not at all understanding	0%	0

Favorable: **79%**

Q.9: How fairly does the school leadership treat the faculty?

Extremely fairly	14%	4
Quite fairly	48%	14
Somewhat fairly	31%	9
Slightly fairly	7%	2
Not fairly at all	0%	0

Favorable: **62%**

Gallatin County Lower Elementary (Gallatin County)
2020 Impact Kentucky 2020 Impact Kentucky Working Conditions Survey, Impact Kentucky
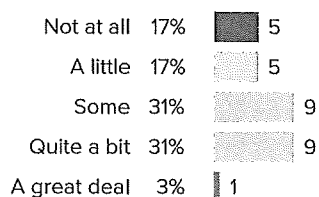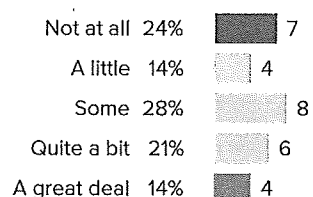Working Conditions Survey

PANORAMA
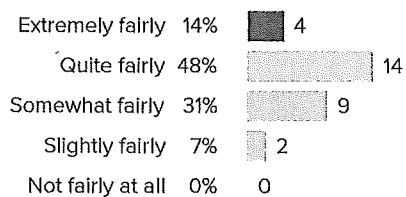
Other questions

How did people respond?

Q.1: How concerned are you about the emotional well-being of your colleagues as a result of their work?

Not at all	17%	5
A little	17%	5
Some	31%	9
Quite a bit	31%	9
A great deal	3%	1

Favorable: **34%**

Q.2: How concerned are you about your own emotional well-being as a result of your work?

Not at all	24%	7
A little	14%	4
Some	28%	8
Quite a bit	21%	6
A great deal	14%	4

Favorable: **38%**

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101031 GCES GUIDANCE CNSL GF							
0610 GENERAL SUPPLIES	1,000	-300	700	299.96	.00	400.04	42.9%
TOTAL GCES GUIDANCE CNSL GF	1,000	-300	700	299.96	.00	400.04	42.9%
0101059 GCES LIBRARY GF							
0339 OTH PROF TRAINING & DEV SVCS	755	0	755	50.00	.00	705.00	6.6%
0610 GENERAL SUPPLIES	300	0	300	.00	.00	300.00	.0%
0641 LIBRARY BOOKS	3,990	0	3,990	2,041.01	1,127.58	821.41	79.4%
0642 PERIODICALS & NEWSPAPERS	300	-150	150	147.80	.00	2.20	98.5%
0645 AUDIOVISUAL MATERIALS	0	0	0	787.50	.00	-787.50	100.0%
TOTAL GCES LIBRARY GF	5,345	-150	5,195	3,026.31	1,127.58	1,041.11	80.0%
0101077 GCES PRINCIPAL'S OFFICE GF							
0338 REGISTRATION FEES	0	0	0	400.00	.00	-400.00	100.0%
TOTAL GCES PRINCIPAL'S OFFICE GF	0	0	0	400.00	.00	-400.00	100.0%
0101118 GCES REGULAR INST GF							
0338 REGISTRATION FEES	1,000	-200	800	.00	.00	800.00	.0%
0339 OTH PROF TRAINING & DEV SVCS	500	0	500	.00	.00	500.00	.0%
0444 COPIER RENTAL	10,000	0	10,000	4,076.82	.00	5,923.18	40.8%
0580 TRAVEL	2,000	-500	1,500	57.12	.00	1,442.88	3.8%
0610 GENERAL SUPPLIES	13,216	9,360	22,576	9,252.39	13,701.88	-378.27	101.7%
0643 SUPPLEMENTARY BKS/STUDY GUIDES	50	-50	0	.00	.00	.00	.0%
0645 AUDIOVISUAL MATERIALS	0	1,570	1,570	.00	.00	1,570.00	.0%
0650 SUPPLIES - TECHNOLOGY RELATED	1,150	-1,150	0	.00	.00	.00	.0%
0679 OTHER STUDENT ACTIVITIES	2,700	-400	2,300	.00	.00	2,300.00	.0%
0697 OTHER SUPPLIES & MATERIALS	9,915	-1,115	8,800	5,651.90	1,240.54	1,907.56	78.3%
TOTAL GCES REGULAR INST GF	40,531	7,515	48,046	19,038.23	14,942.42	14,065.35	70.7%
GRAND TOTAL	46,876	7,065	53,941	22,764.50	16,070.00	15,106.50	72.0%

** END OF REPORT - Generated by Kelley Gamble **

FOR 2020 11   JOURNAL DETAIL 2020   1 TO 2020 11

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101118 GCES REGULAR INST GF							
0644 TEXTBOOKS	6,800	5,200	12,000	9,627.40	3,264.00	-891.40	107.4%
TOTAL GCES REGULAR INST GF	6,800	5,200	12,000	9,627.40	3,264.00	-891.40	107.4%
GRAND TOTAL	6,800	5,200	12,000	9,627.40	3,264.00	-891.40	107.4%

** END OF REPORT - Generated by Kelley Gamble **

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101053 PROFESSIONAL DEVELOPMENT							
0120 CERTIFIED SUBSTITUTE SALARY	0	0	0	1,770.00	.00	-1,770.00	100.0%
0222 EMPLOYER MEDICARE CONTRIBUTION	0	0	0	25.68	.00	-25.68	100.0%
0231 KTRS EMPLOYER CONTRIBUTION	0	0	0	53.10	.00	-53.10	100.0%
0251 STATE UNEMPLOYMENT INSURANCE	0	0	0	14.70	.00	-14.70	100.0%
0260 WORKMENS COMPENSATION	0	0	0	18.66	.00	-18.66	100.0%
0338 REGISTRATION FEES	4,500	0	4,500	1,723.00	.00	2,777.00	38.3%
0580 TRAVEL	0	0	0	692.32	.00	-692.32	100.0%
TOTAL PROFESSIONAL DEVELOPMENT	4,500	0	4,500	4,297.46	.00	202.54	95.5%
GRAND TOTAL	4,500	0	4,500	4,297.46	.00	202.54	95.5%

** END OF REPORT - Generated by Kelley Gamble **

Terroristic Threats	E *(3-5 days) + charges*	G	F	E *(3-5 days) + charges*	G

- It is at the discretion of administration if a Threat Assessment needs to be completed before a student can return to school.
- A Threat Assessment is required for the offenses of (1) Threatening School Staff, (2) Possession/Use of a Weapon and (3) Terroristic Threats

† **The Principal, Assistant Principal, or Superintendent have the right to alter any consequences where they seem fit.**

Gallatin County Lower Elementary Addendum

Consequences for Inappropriate Behavior:

Rewarding Positive Behavior
Students at Gallatin County Lower Elementary School are regularly very well behaved! This is one of the numerous reasons why GCLE shines bright. Therefore, we strive to reinforce this great behavior at all levels.

Behavior Expectations for Students
At GCLE, students are expected to conduct themselves in a manner which will promote a proper learning atmosphere within the classroom. While most students consistently observe these standards and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Students are reminded that proper behavior extends to all school property including school buses and while on field trips. The following policies are implemented to ensure a safe and caring school culture.

Levels of Misconduct
In correspondence with the Gallatin County Schools Code of Acceptable Behavior and Discipline, Gallatin County Lower Elementary School uses a leveled system to guide discipline procedures for all students.

A. Teacher/In-Class Consequences
Each teacher at GCLE can set individual rules for their classrooms and students must follow these rules. When a student breaks one of these rules the teacher may use their own in-class consequences such as: Assigned Seating or Change in Seating Arrangement, Phone Call or Email Contact to the Parent/Guardian of Student, Conference with the Student, Teacher After-School Detention between 15-45 Minutes, Alternate Assignment, Lunch Detention, or ~~Friday Night School.~~ √ remove

B. Time-Out/Loss of Privilege
When a student is causing problems in a class and immediate removal from class is necessary to ensure that a positive learning environment is supported; the student will be placed in isolation with the principal or assistant principal. A time-out area will be set up in an administrator's office. Time-out is

only a temporary solution to the immediate problem and further consequences will usually be administered.

B. Lunch Detention
One way to hold students accountable for their actions is to assign a lunch detention. Students who are assigned lunch detention sit at a table in the office apart from their friends and classmates. The students must be silent throughout the lunch and cannot lay their head down on the desk. Lunch detentions are served during the student's lunch period. Students may bring their own lunch or get a school lunch.

C. After School Detention
When other consequences fail to improve a student's behavior, the administration may assign a student to After School Detention. After School Detentions may be held on any day deemed necessary by the administration. Students will be notified of the date of their detention. Students who do not show up for an After School Detention will be assigned to double After School Detention, Out-of-School Suspension, or Friday Night School.

D. Friday Night School

We don't give FNS, only upper remove

Students who commit certain violations of the Student Code of Acceptable Behavior and Discipline (Level I, Level II, and some Level III Misconducts) may be assigned to Friday Night School. Friday Night School will be held whenever there is a need. Friday Night School will start at 3:00 and end at 5:00. Students must provide their own transportation home from Friday Night School. Students who arrive late will not be admitted to Friday Night School. Students who fail to show up for an assigned Friday Night School will receive double assignment to Friday Night School or the maximum out-of-school suspension sentence possible according to the Code for Student Conduct.

E. Suspension
When students violate certain school rules, they will be assigned out-of-school suspension. When a student is suspended they are not allowed to attend school for an assigned number of days. Suspended students receive zeros on all class work that was assigned or collected while the student was on suspension. Furthermore, any student who is suspended is ineligible to attend or participate in any extra-curricular activities – this includes practices, meetings, games, or competitions of any form. Students who are suspended from school are not allowed on school property (day or night) during the suspension. Students who are caught, observed, or reported by school officials to be on school property during a suspension will receive double suspension time. Students who are suspended from school are not allowed to participate in or attend any school functions or contests and are not allowed on school property for the entire duration of their suspension (this includes weekends).

Offenses	Occurrence and Consequence				
Level 1 Offenses	**1st**	**2nd**	**3rd**	**4th**	**5th**
Violating Dress Code	A-B				
Sleeping in Class/Refusal to Work/Failure to follow in class directions	A	B	C	D	
Lack of Academic Progress/Failure to complete Assignments	A	B	C	D	
Level 2 Offenses					
Class/School Disruption	A	B	C	D	E
Profanity, Vulgarity, Obscene gestures	A	B	C	D	E
Cheating/Plagiarism	A	B	C	D	E
Level 3 Offense					
Graffiti, Vandalism, Defacing Property	B*	C*	D*	E*	

	A	B	C	D	E
Defiance of Authority, Disrespectful behavior	A	B	C	D	E
Leaving class/leaving campus without permission	A*	B*	C*	D*	E*
Possession of or use of tobacco or tobacco like products *(e-cigs, vapes, vapor cigarettes, etc.)*	C	D	E		
Misuse/Inappropriate use of technology	A	B	C	D	E
Level 4 Offense					
Pushing, shoving, challenging to a fight, fighting (terroristic threats)	C*	D*	E*		
Harassment/Intimidation/Verbal Abuse/Threatening of another student	B*	C*	D*	E*	
Forgery/Falsifying notes	B	C	D	E	
Level 5 Offense					
Bullying/Cyber Bullying	C-E*				
Possession of/Use of/ Sale of a Controlled Substance/Paraphernalia/Alcohol/Illegal Substances/OTC drugs	E				
Raising a False Alarm	C	D	E		
Possession of/ Use of a Weapon	D-E				
Sexual Misconduct/Activity/Abuse/Indecent Exposure/Sexting	D-E*				
Threatening School Staff (Fighting, striking, etc.)	D-E				
Burglary/Theft/Robbery (act of or possession of)	C-E				
Assault (1st, 2nd, 3rd and 4th Degree)	E				
Libel/Slander toward/about School Staff/ Verbal Abuse of School Staff	C-E				
Terrorist Threatening (bomb threats, gun/weapon/mass injury threat, etc.)	E				

- It is at the discretion of administration if a Threat Assessment needs to be completed before a student can return to school.
- A Threat Assessment is required for the offenses of (1) Threatening School Staff, (2) Possession/Use of a Weapon and (3) Terroristic Threats

† The Principal, Assistant Principal, or Superintendent have the right to alter any consequences where they seem fit.

Student Dress Code:

1. Students should be clean and well groomed.
2. Students may wear appropriate length shorts from the 1st day of school to fall break, and from spring break to the end of school. Short length must cover appropriate body parts, sitting and standing.
3. Proper undergarments must be worn with sheer garments, no bare midriffs, no spaghetti strap tops, no halter tops.
4. Clothing and accessories (jewelry, belt buckles, necklaces, etc.) with obscene, crude or rude pictures, text, pertaining to drugs, alcohol, tobacco, sex, violence, are not permitted.
5. Caps, hats, visor and bandanas may not be worn while in the school building, except for school approved events.
6. All students must wear shoes.
7. No wheelies, high heels, flip flops or beach slides may be worn. Sandals are acceptable with a back strap.

8. Excessively over-sized clothing is prohibited. Pants must not touch the ground and must be worn at the waist. No undergarments should be exposed. This is a safety issue.
9. Students must dress appropriately for school. The final decision regarding appropriate dress will be determined by the principal/assistant principal.

Information on Grading: remove

Grading Scale:
A   90-100
B   80-89
C   70-79
D   60-69
F   Below 60

Procedures for Development/Review/Orientation of Code of Acceptable Behavior and Discipline

DEVELOPMENT—A committee composed of school personnel developed this document which was then reviewed by legal counsel, presented in public meetings and adopted by the Local Board of Education.

REVIEW—This Code of Acceptable Behavior and Discipline shall be reviewed/revised on an annual basis within three weeks following the end of a school year by the Code of Acceptable Behavior and Discipline Committee. Individuals may send written comments to Roxann Booth, 75 Boardwalk, Warsaw, KY. who will share them with the Code Committee. Information should be submitted by April 15 of each year.

ORIENTATION—The Code of Conduct is available on the district website, www.gallatin.kyschools.us Each school will be responsible for presenting and discussing the entire Code of Conduct to every student.

In cases of conflict between the provisions of the Code and the Rights and Responsibilities and previously adopted policies of the Board of Education, this Code shall govern.
Kentucky Law (KRS 160.290) provides, "Each Board of Education shall have general control and management of the Public Schools in its district..." And "each Board shall exercise generally all powers in the administration prescribed by law of its public school system. Each Board shall make and adopt and may amend or repeal rules, regulations, and by-laws for its meetings and proceedings for the government, regulation and management of the Public Schools and school property of the district, for the transaction of its business, and for the qualification and duties of employees and conduct of pupils..."

In this document students will be considered the same as pupils as those terms are used in the Kentucky Revised Statutes, and in Board of Education Policies.

This Code is part of the Board's policy on student behavior and discipline. Caution: After this Code is distributed for the school year, changes to Board policy, including those affecting provisions of this Code, may be necessary due to new/revised statutes and regulations of law.

Possession/ Use of a Weapon	E-F				
Gang Related Activity	E	F			
Terroristic Threats	E-F				

Gallatin County Lower and Upper Elementary Addendum

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

A. Warning/Student Conference/Parent Contact
B. Timeout/Loss of Privilege/Lunch Detention
C. After School Detention
D. Friday Night School
E. Suspension *(1-5 Days by the principal or assistant principal, with a possible additional 1-5 days per the Superintendent's approval)*

- SRO and/or principal will determine if charges will be filed in cases where it is warranted
*includes restitution for damages
**additional consequence that was skipped (i.e. skip ASD get additional ASD)

- *(A) A minimum of two in class/teacher consequences should happen before a referral is entered, one of them being a parent contact. These should be documented when the referral stage is reached. This step may be skipped in extreme cases (profanity, fighting).*
Teacher/In Class Consequence Options:
- Assigned seat or change in seating arrangement
- Phone call or email contact to parent/guardian of student
- Conference with student
- Teacher after school detention of anywhere from 15-45 minutes *(Must notify parents a minimum of 24 hours in advance – Board policy)*
- Alternate assignment
-   Lunch Detention

Suspensions (Out of School and In School)
- All students who are out of school suspended are not permitted on school grounds during the time period of his/her suspension.
- All students who are suspended (out of school and in school) are not permitted to attend any extracurricular activities during the time period of his/her suspension. If a student is suspended on a Friday this includes all weekend events. If a student is suspended on the last day before a break *(Fall Break, Winter Break and Spring Break)* it includes all events that occur over the break time period.
- All students will receive due process with suspensions. A parent/guardian will be contacted. A letter with detailed information will be sent home with the student.
School and District Administrators have the right to alter any consequences where they seem fit.

Gallatin County Lower and Upper Elementary Addendum
Gallatin County Lower and Upper Elementary Dress Code

1. Student should be clean and well groomed.
2. Students may wear appropriate length shorts during hot weather months, but NOT after Oct. 30 through March 31. Short length must cover appropriate body parts, sitting and standing.
3. Proper undergarments must be worn with sheer garments, no bare mid-drifts, no spaghetti strap tops, no halter tops.
4. Clothing and accessories (jewelry, belt buckles, necklaces, etc.) with obscene, crude or rude pictures, text, pertaining to drugs, alcohol, tobacco, sex, violence, are not permitted.
5. Caps, hats, visor and bandanas may not be worn while in the school building, except for school approved events.
6. All students must wear shoes.
7. No wheelies, high heels, flip flops or beach slides may be worn. Sandals are acceptable with a back strap. (Upper Elementary Only)
8. Excessively over-sized clothing is prohibited. Pants must not touch the ground and must be worn at the waist. No undergarments should be exposed. This is a safety issue.
9. Students must dress appropriately for school. The final decision regarding appropriate dress will be determined by the principal.

Gallatin County Lower and Upper Elementary Addendum
Gallatin County Lower and Upper Elementary Discipline Matrix

Occurrence and Consequence

Level 1 Offenses	1st	2nd	3rd	4th	5th
Violating Dress Code	A-B				
Sleeping in Class/Refusal to Work/Failure to follow in class directions	A	B	C	D	
Lack of Academic Progress/Failure to complete Assignments	A	B	C	D	
Level 2 Offenses					
Class/School Disruption	A	B	C	D	E
Profanity, Vulgarity, Obscene gesture	A	B	C	D	E
Cheating/Plagiarism	A	B	C	D	E
Level 3 Offense					
Graffiti, Vandalism, Defacing Property	B*	C*	D*	E*	
Defiance of Authority, Disrespectful behavior	A	B	C	D	E
Leaving class/leaving campus without permission	A	B	C	D	E
Possession of or use of tobacco or tobacco like products _(e-cigs, vapes, vapor cigarettes, etc.)_	C	D	E		
Misuse/Inappropriate use of technology	A	B	C	D	E
Level 4 Offense					
Pushing, shoving, challenging to a fight, fighting (terroristic threats)	B	C	D	E	
Harassment/Intimidation/Verbal Abuse/Threatening of another student	B	C	D	E	
Forgery/Falsifying notes	B	C	D	E	
Level 5 Offense					
Bullying/Cyber Bullying	C-E				
Possession of/Use of/ Sale of a Controlled Substance/Paraphernalia/Alcohol/Illegal Substances/OTC drugs	E				
Raising a False Alarm	C	D	E		
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Parents and students must sign the "Acknowledgement of Receipt of Code of Acceptable Behavior and Discipline and Acceptable Use of Electronic Resources" form and return it to the child's school. A parent may also fax or email the signed form to the student's school. The form is found on page 44 of this document.

A complete copy of the policy manual is available for inspection at the Central Office, each school, and at www.gallatin.kyschools.us

This plan was reviewed by the members of the Gallatin County Board of Education and was approved at the regular monthly meeting on Tuesday, May 22, 2018

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