Gallatin County Lower Elementary
SBDM Meeting Agenda
December 9, 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. Assessing Student Achievement
      i. SNAP/PAST/ELC
3. School Improvement Planning
   a. Monthly Review
   b. Comprehensive School Improvement Plan
4. Budget Report
5. Committee Reports
6. Bylaw or Policy Review/Readings/Adoption
   a. Discipline, Classroom Management and School Safety Policy
   b. Principal Selection Policy
7. Old Business
8. New Business
9. Ongoing Learning
10. Upcoming Deadlines
11. Planning for next meeting
12. Adjournment

Gallatin County Lower Elementary
SBDM Meeting Minutes
November 11, 2020

Members Present:
Megan Morris
Myra Morgan
Amanda O'Connor
Samy Bray
Ryan Spaulding
Brittany Patterson

1. Opening Business - meeting called to order at 4:35p
   a. Approval of the Agenda - motion to approve made by Samy Bray, seconded by Amanda O'Connor, consensus achieved.
      i. Removal/amended spreadsheets for SNAP/PAST/ELC assessments for Student Achievement (2, a, ii), should be ready to review next meeting.
   b. Approval of the Minutes of the previous meeting - motion to approve made by Amanda O'Connor, seconded by Myra Morgan, consensus achieved.
   c. Good News Report
      i. Veteran's Day parade went very well.
      ii. Students/staff doing well on masks
      iii. Book fair was a success.
      iv. First day of ESS went well.
   d. Public Comment - none
2. Student Achievement
   a. Assessing Student Achievement
      i. Iready - reviewed
      ii. SNAP/PAST/ELC - amended/removed
3. School Improvement Planning
   a. Monthly Review - reviewed
   b. Comprehensive School Improvement Plan - reviewed, motion for approval made by Brittany Patterson, seconded by Samy Bray, consensus was reached.
4. Budget Report - reviewed
5. Committee Reports
   a. Veterans Day - discussed (1, c, i)
6. Bylaw or Policy Review/Readings/Adoption
   a. Program Appraisal Policy - reviewed
   b. Technology Use Policy - reviewed
   c. Homework Policy - reviewed
7. Old Business - none
8. New Business - none
9. Ongoing Learning
   a. Kentucky Standards Math Modules - discussed
   b. Veterans Day
10. Upcoming Deadlines - updating CSIP
11. Planning for next meeting

12. Enter closed session to review and interview applicants according to KRS 61.810. - motion to move into closed session for interviews made by Amanda O'Connor, seconded by Samy Bray, consensus achieved.

13. Exit closed session. - motion to exit closed session made by Myra Morgan and recommend candidate for hire for daytime ESS and recommend an ESS coordinator for hire, seconded by Samy Bray, consensus achieved.

14. Adjournment - motion to adjourn made by Samy Bray, seconded by Amanda O'Connor, consensus achieved, 6:50p.

K Fall 2020-21 Early Literacy Behaviors / PAST PLC Data

100		Borgemenke		Bray		Holthaus		Seales		Perkins		TEAM
ELC	Left to right directionality	14	74%	17	81%	9	47%	4	20%	12	57%	56%
	turn the page	13	68%	17	81%	11	58%	15	75%	11	52%	67%
	return sweep	13	68%	11	52%	7	37%	3	15%	8	38%	42%
	concept of word	7	37%	16	76%	13	68%	7	35%	3	14%	46%
	concept of letter	9	47%	16	76%	15	79%	15	75%	10	48%	65%
	# of Students w/ Mastery:	9	47%	16	76%	6	32%	2	10%	7	33%	40%
PAST Skills	Concept of Spoken Word	4	21%	4	19%	3	16%	2	10%	8	38%	21%
	Rhyme Recognition	12	63%	12	57%	6	32%	7	35%	15	71%	52%
	Rhyme Completion	7	37%	4	19%	5	26%	3	15%	5	24%	24%
	Rhyme Production	15	79%	7	33%	7	37%	6	30%	4	19%	40%
	Syllable Blending	12	63%	12	57%	8	42%	9	45%	15	71%	56%
	Syllable Segmentation	8	42%	9	43%	10	53%	6	30%	11	52%	44%
	Syllable Deletion	3	16%	5	24%	1	5%	3	20%	5	24%	18%
	Phoneme Isolation of Initial Sounds	2	11%	5	24%	2	11%	5	25%	6	29%	20%
	Phoneme Isolation of Final Sounds	5	26%	2	10%	1	5%	1	5%	1	5%	10%
	Phoneme Blending Onset and Rime	2	11%	6	29%	2	11%	6	30%	1	5%	17%
	Phoneme Blending All phonemes	0	0%	2	10%	1	5%	1	5%	0	0%	4%
	Phoneme Segmentation	0	0%	1	5%	0	0%	1	5%	1	5%	3%
	Phoneme Deletion of Initial Sound	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	Phoneme Deletion of Final Sound	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	Adding Phonemes	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	# of Students w/ Mastery:	0	0%	0	0%	0	0%	0	0%	0	0%	20%
ABC's	Uppercase Letters (26)	5	19%	7	33%	4	21%	6	30%	4	19%	
	Lowercase Letters (26)	5	19%	6	29%	2	11%	6	30%	3	14%	
	Letter Sounds (31)	0	0%	1	5%	0	0%	0	0%	0	0%	

	Mastery	Total	Percent
Uppercase Letters (26)	26	100	26%
Lowercase Letters (26)	22	100	22%
Letter Sounds (31)	1	100	1%

1st Grade 20-21 Early Literacy Behaviors / PAST PLC Data

	Epifanio		Gullion		Morgan		Olivigni		Wash		TEAM
ELC											
Left to right directionality	20	100%	15	94%	19	100%	15	94%	18	100%	98%
turn the page	20	100%	15	94%	19	100%	14	88%	18	100%	96%
return sweep	20	100%	15	94%	19	100%	14	88%	16	89%	94%
concept of word	18	90%	14	88%	18	95%	14	88%	16	89%	90%
concept of letter	20	100%	14	88%	19	100%	14	88%	17	94%	94%
# of Students w/ Mastery:	20	100%	14	88%	19	100%	15	94%	17	94%	95%
PAST Skills											
Concept of Spoken Word	13	65%	14	88%	10	53%	15	94%	14	78%	75%
Rhyme Recognition	16	80%	13	81%	16	84%	12	75%	13	72%	79%
Rhyme Completion	15	75%	12	75%	12	63%	10	63%	10	56%	66%
Rhyme Production	20	100%	9	56%	12	63%	10	63%	11	61%	69%
Syllable Blending	19	95%	14	88%	19	100%	13	81%	17	94%	92%
Syllable Segmentation	13	65%	13	81%	15	79%	15	94%	17	94%	83%
Syllable Deletion	14	70%	10	63%	12	79%	11	69%	7	39%	64%
Phoneme Isolation of Initial Sounds	14	70%	10	63%	16	63%	14	88%	14	78%	72%
Phoneme Isolation of Final Sounds	17	85%	9	56%	14	84%	9	56%	9	50%	66%
Phoneme Blending Onset and Rime	13	65%	12	75%	18	74%	11	69%	14	78%	72%
Phoneme Blending All phonemes	12	60%	8	50%	13	95%	8	50%	9	50%	61%
Phoneme Segmentation	7	35%	9	56%	12	68%	7	44%	7	39%	48%
Phoneme Deletion of Initial Sound	6	30%	6	38%	8	63%	6	38%	5	28%	39%
Phoneme Deletion of Final Sound	7	35%	6	38%	7	42%	6	38%	3	17%	34%
Adding Phonemes	9	45%	9	56%	5	37%	4	25%	5	28%	38%
# of Students w/ Mastery:	8	40%	8	50%	6	32%	6	38%	5	28%	37%

# of Students w/ Proficiency:

	Epifanio		Gullion		Morgan		Olivigni		Wash		Mastery	Total	Percent
ABC's													
Lowercase Letters (26)	16	80%	8	50%	13	68%	12	75%	17	94%	66	89	74.16%
Uppercase Letters (26)	16	80%	10	63%	15	79%	13	81%	16	89%	70	89	78.65%
Letter Sounds (31)	6	30%	3	19%	7	37%	6	38%	3	17%	25	89	28.09%

Do Not Have	Concept of Spoken Word	Rhyme Recognition	Rhyme Completion	Rhyme Production	Syllable Blending	Syllable Segmentation	Syllable Deletion	Phoneme Initial Sound	Phoneme Final Sound	Phoneme Blending OR	Phoneme Blending All	Phoneme Segmentation	Phoneme Deletion IS	Phoneme Deletion FS	Adding Phonemes	Phoneme Sub of IS
	Pre/K	Pre/K	Pre/K	K	K	K	K	K	K/1	1	1	1	1	1/2	1/2	2
Delauche	3	2	2	2	0	1	3	0	3	0	1	2	1	5	3	3
Haddix	0	0	1	2	0	0	1	0	0	0	2	0	3	3	2	2
Skidmore	1	1	2	2	0	0	2	1	0	1	1	1	0	4	2	2
Spaulding	2	5	4	3	0	2	7	0	3	1	3	5	7	9	7	7
Walters	4	3	6	6	2	3	6	3	4	2	2	5	4	6	7	7
Total Students	10	11	15	15	2	6	19	4	10	4	9	13	15	27	21	21

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students
Bray	2	12	4	2	0	0	20
Borgmenke	1	12	5	0	0	0	18
Holthaus	2	17	1	0	0	0	20
Perkins	0	16	2	2	0	0	20
Seales	4	12	2	2	0	0	20
Total Number	9	69	14	6	0	0	98
Percentage	9.18%	70.41%	14.29%	6.12%	0.00%	0.00%	0.00%

BNWS	No 10-1	10-1	30-1	100-1	By 10s on and off	200-1	Total Number of Students
Bray	10	10	0	0	0	0	20
Borgmenke	10	8	0	0	0	0	18
Holthaus	12	8	0	0	0	0	20
Perkins	10	10	0	0	0	0	20
Seales	13	7	0	0	0	0	20
Total Number	55	43	0	0	0	0	98
Percentage	56.12%	43.88%	0.00%	0.00%	0.00%	0.00%	0.00%

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students
Bray	8	9	1	0	2	0	20
Borgmenke	9	7	2	0	0	0	18
Holthaus	9	9	2	0	0	0	20
Perkins	7	10	0	1	2	0	20
Seales	12	7	1	0	0	0	20
Total Number	45	42	6	1	4	0	98
Percentage	45.92%	45.92%	6.12%	1.02%	4.08%	0.00%	

Addition & Subtraction	No Visible Items	Needs Items	Counts from 1	Counts on to add	Counts back	Non-count by one	Total Number of Students
Bray	12	7	1	0	0	0	20
Borgmenke	15	3	0	0	0	0	18
Holthaus	9	9	2	0	0	0	20

							Total Number of Students
Perkins	7	12	0	0	1	0	20
Seales	17	3	0	0	0	0	20
Total Number	60	34	3	1	0	0	98
Percentage	61.22%	34.69%	3.06%	1.02%	0.00%	0.00%	

Finger Patterns	No Finger Patterns	Builds by 1	Throws 1-5	Throws 6-10	5+ID	Doubles ID	Total Number of Students
Bray	2	9	6	1	1	1	20
Borgmenke	1	2	11	0	3	1	18
Holthaus	10	5	5	0	0	0	20
Perkins	4	7	6	1	2	0	20
Seales	7	3	7	1	1	1	20
Total Number	24	26	35	3	7	3	98
Percentage	24.49%	26.53%	35.71%	3.06%	7.14%	3.06%	

Spatial Patterns	No Domino	Domino 1-3	Domino 1-6 but counts	Domino w/o counting	5 frames	10 Frames but counts	10 Frame w/o counting	Total Number of Students
Bray	2	10	5	3	0	0	0	20
Borgmenke	2	5	3	7	1	0	0	18
Holthaus	4	11	0	4	1	0	0	20
Perkins	2	5	4	7	1	0	1	20
Seales	5	6	2	5	1	1	0	20
Total Number	15	37	14	26	4	1	1	98
Percentage	15.31%	37.76%	14.29%	26.53%	4.08%	1.02%	1.02%	

SNAP DATA FALL 20-21

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students
Epifanio	0	3	6	11	0	0	20
Gullion	1	2	6	9	0	0	18
Morgan	0	4	6	8	0	0	18
Olivigni	0	1	10	7	0	0	18
Wash	0	5	6	8	0	0	19
Total Number	1	15	34	43	0	0	93
Percentage	1.08%	16.13%	36.56%	46.24%	0.00%	0.00%	

BNWS	No10-1	10-1	30-1	100-1	By 10s on and off	200-1	Total Number of Students
Epifanio	2	16	1	1	0	0	20
Gullion	2	10	2	4	0	0	18
Morgan	5	9	0	4	0	0	18
Olivigni	2	12	1	3	0	0	18
Wash	1	15	3	0	0	0	19
Total Number	12	62	7	7	0	0	93
Percentage	12.90%	66.67%	7.53%	7.53%	0.00%	0.00%	

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students
Epifanio	3	7	1	0	7	2	20
Gullion	1	4	1	2	7	3	18
Morgan	3	7	1	1	6	0	18
Olivigni	1	5	3	0	9	0	18
Wash	2	10	1	0	5	1	19
Total Number	10	33	7	3	34	6	93
Percentage	10.75%	10.75%	7.53%	3.23%	36.56%	6.45%	

Addition & Subtraction	No Visible Items	Needs Items	Counts from 1	Counts on to add	Counts back	Non-count by one	Total Number of Students
Epifanio	14	2	3	1	0	0	20
Gullion	1	9	5	2	0	1	18
Morgan	5	9	0	4	0	0	18

							Total Number of Students
Olivigni	4	3	3	7	1	0	18
Wash	10	6	2	1	0	0	19
Total Number	34	29	13	15	1	1	93
Percentage	36.56%	31.18%	13.98%	16.13%	1.08%	1.08%	

Finger Patterns	No Finger Patterns	Builds by 1	Throws 1-5	Throws 6-10	5+ID	Doubles ID	Total Number of Students
Epifanio	0	1	12	2	1	4	20
Gullion	4	2	3	1	2	6	18
Morgan	1	1	10	1	2	3	18
Olivigni	0	3	7	3	0	5	18
Wash	0	1	10	3	2	3	19
Total Number	5	8	42	10	7	21	93
Percentage	5.38%	8.60%	45.16%	10.75%	7.53%	22.58%	

Spatial Patterns	No Domino	Domino 1-3	Domino 1-6 but counts	Domino w/o counting	5 frames	10 Frames but counts	10 Frame w/o counting	Total Number of Students
Epifanio	0	1	5	6	2	5	1	20
Gullion	2	2	1	3	2	2	6	18
Morgan	0	3	1	6	2	5	1	18
Olivigni	2	0	4	5	0	7	0	18
Wash	0	2	1	10	4	2	0	19
Total Number	4	8	12	30	10	21	8	93
Percentage	4.30%	8.60%	12.90%	32.26%	10.75%	22.58%	8.60%	

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students
Debbie	0	0	1	14	1	6	22
Haddix	0	1	4	5	2	9	21
Skidmore	0	1	1	11	0	8	21
Spaulding	0	3	4	10	1	5	23
Walters	0	1	1	14	1	4	21
Total Number	0	6	11	54	5	32	108
Percentage	0.0%	5.6%	10.2%	50.0%	4.6%	29.6%	

BNWS	No 10-1	10-1	30-1	100-1	By 10s on and off	200-1	Total Number of Students
Debbie	0	10	3	5	0	4	22
Haddix	0	6	1	5	0	9	21
Skidmore	0	9	1	4	1	6	21
Spaulding	0	9	4	6	1	3	23
Walters	0	7	2	9	1	2	21
Total Number	0	41	11	29	3	0	108
Percentage	0.00%	37.96%	10.19%	26.85%	2.78%	0.00%	

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students
Debbie	0	2	0	1	9	10	22
Haddix	0	0	0	1	7	13	21
Skidmore	0	2	0	1	8	10	21
Spaulding	0	1	0	1	13	8	23
Walters	0	2	0	1	6	12	21
Total Number	0	7	0	5	43	53	108
Percentage	0.00%	0.00%	0.00%	4.63%	39.81%	49.07%	

Addition & Subtraction	No Visible Items	Needs Items	Counts from 1	Counts on to add	Counts Back	Non-count by one	Total Number of Students
Debbie	0	7	6	5	3	1	22
Haddix	1	2	3	5	9	1	21
Skidmore	1	3	2	6	5	4	21

Second

						Total Number of Students
Spaulding	1	6	1	6	8	1	23
Walters	0	3	4	5	8	1	21
Total Number	3	21	16	27	33	8	108
Percentage	2.8%	19.4%	14.8%	25.0%	30.6%	7.4%	

Finger Patterns	No Finger Patterns	Builds by 1	Throws 1-5	Throws 6-10	5+ID	Doubles ID	Total Number of Students
Debbie	0	0	2	1	5	14	22
Haddix	0	0	1	0	5	15	21
Skidmore	0	1	1	1	3	15	21
Spaulding	0	0	2	4	3	14	23
Walters	0	0	3	1	2	15	21
Total Number	0	1	9	7	18	73	108
Percentage	0.00%	0.93%	8.33%	6.48%	6.48%	67.59%	

Spatial Patterns	No Domino	Domino 1-3	Domino 1-6 but counts	Domino w/o counting	5 frames	10 Frames but counts	10 Frame w/o counting	Total Number of Students
Debbie	0	0	1	1	5	5	10	22
Haddix	0	0	1	4	0	8	8	21
Skidmore	0	0	1	1	3	7	9	21
Spaulding	0	0	0	3	6	4	10	23
Walters	0	0	0	6	2	1	12	21
Total Number	0	0	3	15	16	25	49	108
Percentage	0.00%	0.00%	2.78%	13.9%	14.8%	23.1%	45.4%	

12/3/2020

In 360 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: December	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?			
Conduct diagnostic assessments for winter	Morris, Smith, Bledsoe, Janie, Angie, Pam, Amy	December 31	Face to face			

If we are not successful, we will:

GALLATIN COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT

NOVEMBER 2020

JOURNAL DETAIL 2021 1 TO 2021 4

FOR 2021 05

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101053 PROFESSIONAL DEVELOPMENT							
0338 REGISTRATION FEES	4,500	0	4,500	374.00	.00	4,126.00	8.3%
TOTAL PROFESSIONAL DEVELOPMENT	4,500	0	4,500	374.00	.00	4,126.00	8.3%
GRAND TOTAL	4,500	0	4,500	374.00	.00	4,126.00	8.3%

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

NOVEMBER 2020

FOR 2021 05

JOURNAL DETAIL 2021 1 TO 2021 4

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101031 GCES GUIDANCE CNSL GF							
0610 GENERAL SUPPLIES	700	0	700	.00	468.55	231.45	66.9%
TOTAL GCES GUIDANCE CNSL GF	700	0	700	.00	468.55	231.45	66.9%
0101059 GCES LIBRARY GF							
0339 OTH PROF TRAINING & DEV SVCS	755	0	755	937.50	.00	-182.50	124.2%
0610 GENERAL SUPPLIES	300	0	300	236.50	.00	63.50	78.8%
0641 LIBRARY BOOKS	3,990	0	3,990	1,861.16	665.82	1,463.02	63.3%
0642 PERIODICALS & NEWSPAPERS	150	0	150	.00	.00	150.00	.0%
TOTAL GCES LIBRARY GF	5,195	0	5,195	3,035.16	665.82	1,494.02	71.2%
0101077 GCES PRINCIPAL'S OFFICE GF							
0338 REGISTRATION FEES	0	0	0	375.00	.00	-375.00	100.0%
0349 OTHER PROFESSIONAL SERVICES	0	438	438	.00	.00	438.00	.0%
TOTAL GCES PRINCIPAL'S OFFICE GF	0	438	438	375.00	.00	63.00	85.6%
0101118 GCES REGULAR INST GF							
0338 REGISTRATION FEES	800	0	800	155.00	.00	645.00	19.4%
0339 OTH PROF TRAINING & DEV SVCS	500	0	500	.00	.00	500.00	.0%
0444 COPIER RENTAL	10,000	0	10,000	2,256.98	.00	7,743.02	22.6%
0531 POSTAGE & PO BOX RENT	0	0	0	140.00	.00	-140.00	100.0%
0580 TRAVEL	1,500	0	1,500	156.89	.00	1,343.11	10.5%
0610 GENERAL SUPPLIES	22,576	4,116	26,692	644.75	389.28	25,657.97	3.9%
0645 AUDIOVISUAL MATERIALS	1,570	0	1,570	.00	.00	1,570.00	.0%
0679 OTHER STUDENT ACTIVITIES	2,300	-300	2,000	.00	.00	2,000.00	.0%
0697 OTHER SUPPLIES & MATERIALS	8,800	300	9,100	3,907.12	6,426.68	-1,233.80	113.6%
TOTAL GCES REGULAR INST GF	48,046	4,116	52,162	7,260.74	6,815.96	38,085.30	27.0%
GRAND TOTAL	53,941	4,554	58,495	10,670.90	7,950.33	39,873.77	31.8%

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

FOR 2021 05

JOURNAL DETAIL 2021 1 TO 2021 4

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101118 GCES REGULAR INST GF							
0644 TEXTBOOKS	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%
TOTAL GCES REGULAR INST GF	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%
GRAND TOTAL	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%

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

FOR 2021 05

JOURNAL DETAIL 2021 1 TO 2021 4

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101118 GCES REGULAR INST GF							
0644 TEXTBOOKS	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%
TOTAL GCES REGULAR INST GF	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%
GRAND TOTAL	12,000	0	12,000	6,172.70	1,918.73	3,908.57	67.4%

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

Gallatin County Lower Elementary
DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

KRS 160.345(2)(i)7

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

A. DISTRIBUTION TO STUDENTS

Gallatin County Lower Elementary will follow the *Gallatin County* Code of Acceptable Behavior and Discipline (see Appendix A).

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with access to the District Code of Conduct.
2. Require each student's parent/guardian to digitally sign saying they have reviewed the Code of Conduct.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal (or principal's designee) will follow steps 1 – 3 above for all students new to the school during the year.

B. COMMUNICATION WITH SHAREHOLDERS

By the end of the first week of school, the *Gallatin County* Code of Acceptable Behavior and Discipline will be available to access by all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents concerning this Code.

SCHOOL SAFETY PLAN

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our shareholders and issues required by state law. (see Emergency Response Staff Manual).

SCHOOLWIDE RULES

Students will be expected to abide by the 7 Habits of Happy Kids as promoted by the Leader in Me:

Habit 1 — Be Proactive
You're in Charge - I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2 — Begin with the End in Mind - Have a Plan
I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3 — Put First Things First - Work First, Then Play
I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 — Think Win-Win - Everyone Can Win
I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5 — Seek First to Understand, Then to Be Understood - Listen Before You Talk
I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6 — Synergize - Together Is Better
I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Habit 7 — Sharpen The Saw - Balance Feels Best
I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

BULLYING:

A. STUDENT BEHAVIOR
In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at *Gallatin County Lower Elementary* the following student behaviors as defined by law will not be tolerated:
- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

B. VIOLATIONS AND REPORTING
Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of *Gallatin County Lower Elementary* who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

C. RETALIATION
Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

DRESS CODE
All students at *Gallatin County Lower Elementary* will follow a dress code. Attire that is deemed potentially disruptive to the educational process will not be permitted. The details of this code may be found in the District Code of Conduct. (see Appendix B)

Electronic Devices
Students may bring personal technology to school if used appropriately. The *Gallatin County School District,* its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in the District Acceptable Use Policy.

RESPONSIBILITIES
Principal is responsible for:
1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavior and discipline standards and guidelines.

4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:
1. Clearly establishing classroom standards of conduct that:
   - include clearly defined consequences when standards are not met,
   - are communicated to parents,
   - are posted in plain view of the students in the classroom, and
   - are taught to students during the first two weeks of school and explained to students who join the class during the year.
2. Ensuring that:
   - Teacher-student interactions demonstrate general caring and respect.
   - Interactions among students are generally polite and respectful.
   - Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
   - Students are engaged during small-group work.
   - Classroom routines work efficiently and function smoothly including smooth transitions between large and small–group activities.
   - Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
   - Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
3. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselor is responsible for:
1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:
1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:
1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

ATTACHMENTS

A. District Code of Conduct
https://docs.google.com/document/d/1I6SZGmNzY_aXOjjb94C1E_DOgxvO0sPwG-ihTrq0p_k/edit
B. Dress Code
https://docs.google.com/document/d/197yKedDtN6v94i6WHRu_eAk1co-fAoAQqZZvJxvDo4E/edit?usp=sharing

Date Adopted: August 8, 2018
Date(s) Reviewed or Revised: July 11, 2019

Signature:Megan Morris
Council Chairperson

GALLATIN COUNTY LOWER ELEMENTARY

PRINCIPAL SELECTION POLICY

KRS 160.345(2)(h)

PREPARATION

When the council learns that the school needs to hire a principal, they will:

1. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website.

2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council *Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.

3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

*The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.

SELECTION PROCESS

The council will:

1. Design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).

2. Call a special meeting of the council and meet in <u>open session</u> to:

    a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process.

    b. Develop a set of criteria for a strong candidate using the shareholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.

    c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.

d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.

3. Call a special meeting of the council and meet in <u>closed session</u> to:

   a. Review all applications and written references and select applicants to interview.

   b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.

4. Schedule interviews with each applicant who has been selected to be interviewed.

5. Conduct each interview in a special called meeting in <u>closed session</u> during which:

   a. All the standardized questions will be asked in the same order for every candidate.

   b. Any specialized or follow-up questions will be asked after the standardized questions.

   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

6. Hold <u>closed session</u> discussion of the merits of all applicants and work toward consensus on the final selection.

7. If the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal appointed by the superintendent until a suitable applicant is found.

8. Keep all closed session discussion confidential.

SELECTION OF THE NEW PRINCIPAL

After all information is gathered, the council will:

1. Meet in <u>open session</u> to vote for the final selection of a new principal.

2. Ask the superintendent to complete the hiring process.

ALTERNATIVE SELECTION PROCESS

The SBDM Law allows for an alternative principal selection process —Before the selection process begins, the superintendent may propose a candidate to the council in closed session. The council may decide to accept or decline this candidate. If they decline then they would proceed with the steps in the principal selection policy.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: August 8, 2018

Date(s) Reviewed or Revised:

Signature: Megan Morris
Council Chairperson

RTI Team
Gallatin Co. Lower Elementary School
December 3, 2020

Dear Families,

Due to the changing levels of COVID-19 in Gallatin Co., GCLE will be altering our instructional model to provide the safest and healthiest environment for our students. Therefore, the schedule we are currently using to provide RTI services for your child(ren) will be the schedule we will use anytime we need to change our instructional model to "Remote Learning". Please find below the days/time for which your child(ren) is/are scheduled. If you have questions please contact the RTI Team via Remind 101 or email: melanie.stout-price@gallatin.kyschools.us or angie.herndon@gallatin.kyschools.us .

Thank you for your support and cooperation in making it possible for us to continue to provide RTI services for your child(ren)!

Student(s):_____

Days:_____

Times:_____

Transportation:_____