Gallatin County Lower Elementary
SBDM Meeting Agenda
Library 4:30 pm
October 13, 2021

1. Opening Business
    a. Welcome
    b. Approval of the Agenda
    c. Approval of the Minutes of the previous meeting
    d. Good News Report
    e. Public Comment
2. Student Achievement
    a. Accelerating Learning
    b. Assessing Student Achievement
        i. Iready
        ii. BAS
        iii. PAST/ELC
        iv. SNAP
3. School Improvement Planning
    a. Monthly Review
    b. Comprehensive School Improvement Plan
4. Budget Report
    a. Budget Review
5. Committee Report
    a. Lighthouse Team
    b. Action Teams
6. Bylaw or Policy Review/Readings/Adoption
    a. Discipline and classroom management
7. Old Business
8. New Business
9. Ongoing Learning
    a. Minority Membership on the SBDM council
    b. Social and Emotional wellness for staff and students
    c. Impact Kentucky Working Conditions Survey
    d. Veterans Day Requirement
10. Upcoming Deadlines
11. Enter into closed session to review and interview applicants according to KRS 61.810(1)(f)
12. Exit Closed Session
13. Open Session
14. Adjournment

Gallatin County Lower Elementary
SBDM Meeting Agenda
Library 4:30 pm
September 8, 2021

1. Opening Business
    a. Welcome
        i. Called to order at 4:33PM
    b. Approval of the Agenda
        i. Motion to approve: Angie Jones
        ii. Second: Sarah Hansen
        iii. All in favor
    c. Approval of the Minutes of the previous meeting
        i. Motion to approve: Megan Skidmore
        ii. Second: Angie Jones
        iii. All in favor
    d. Good News Report
        i. PBIS going well
        ii. Morning meeting going really well
        iii. "Being caught being a leader" going really well. Trying to build more positivity.
        iv. Amber had a healthy baby.
        v. LE Staff pretty healthy right now
    e. Public Comment
        i. none
2. Student Achievement
    a. Accelerating Learning
        i. Going well. Making sure we're not just checking boxes.
    b. Assessing Student Achievement
        i. Assessments starting this week. Slightly delayed because of NTI days. No data right now, but should be able to review in future meetings.
3. School Improvement Planning
    a. Monthly Review
        i. Reviewed August and September. No concerns.
    b. Comprehensive School Improvement Plan
        i. Plan to meet over the next few months to prepare.
4. Budget Report
    a. Budget Review
        i. Reviewed - no issues.
5. Committee Report
    a. Lighthouse Team

i. Lighthouse team met, no one at our SBCM was in attendance. More details will be shared later if needed.

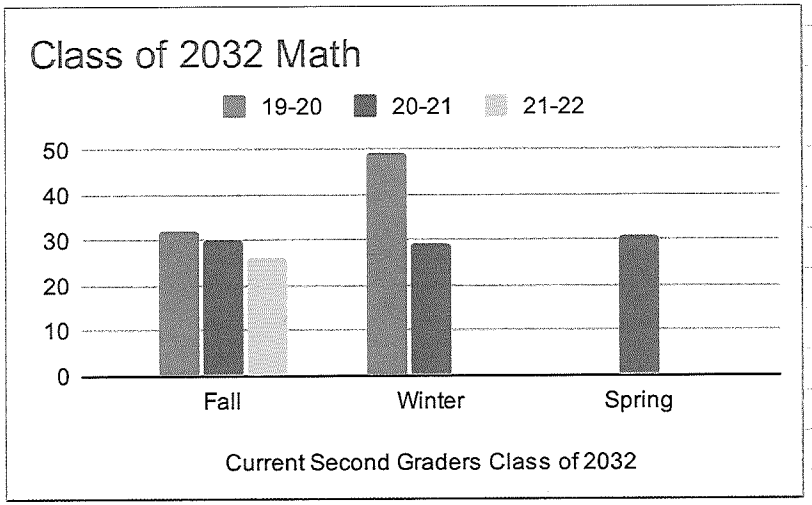
b. Action Teams
   i. Planning activities to engage families as much as possible considering that parents can't come in the school.
   ii. Culture team - working on how to celebrate grandparents. Working on a service learning project. Working on making some interactive bulletin boards.
   iii. Set WIGS for i-ready.

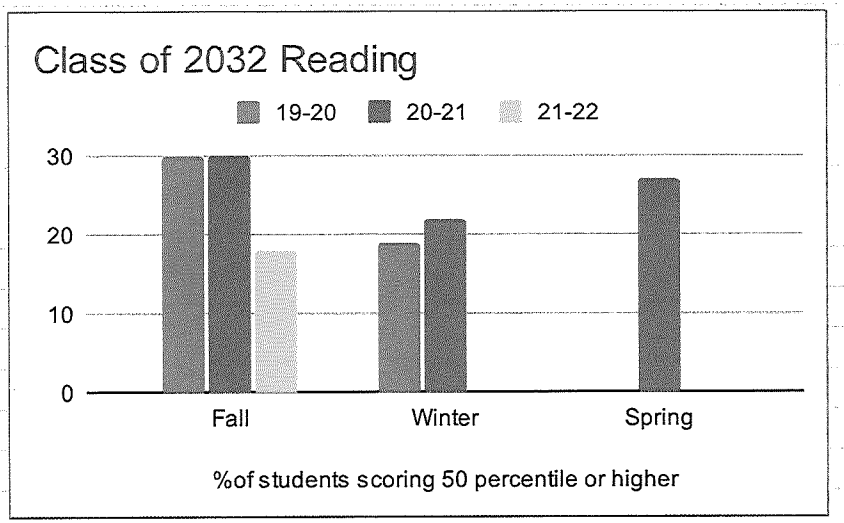
6. Bylaw or Policy Review/Readings/Adoption
   a. Enhancing Student Achievement
      i. Angie Jones - Motion to revise the Student achievement policy with the following edits:
         1. "School Mission and Vision" changed to the current mission.
         2. Editing the first bullet that says, "accomplishing this mission" to say, "the vision".
      ii. Sarah Hansen seconds
      iii. All in favor
   b. Alignment with State Standards
      i. Reviewed with no edits.
   c. Discipline and classroom management
      i. Discussed edits and will review at the next meeting.
7. Old Business
   a. none
8. New Business
   a. Student engagement in decision making survey
      i. Megan Morris to send survey to council to complete by 9.10.21
9. Ongoing Learning
   a. Reflection on SBDM training and SBDM goals
      i. Focusing on student achievement
   b. Constitution Day
      i. A. O'Connor will use library time next week to focus on Constitution Day and will also cover at school wide meeting.
   c. Standards Family Guides
      i. Plan to share the link with parents
10. Upcoming Deadlines
   a. Discussed phases for CSIP
11. Adjournment
   a. Megan Skidmore made motion to adjourn at 5:31 PM
   b. Angie Jones seconded the motion
   c. All in favor

Current Second Graders Class of 2032

%of students scoring 50 percentile or higher

	Math			Reading			
	19-20	20-21	21-22		19-20	20-21	21-22
Fall	32	30	26	Fall	30	30	18
Winter	49	29		Winter	19	22	
Spring		31		Spring		27	

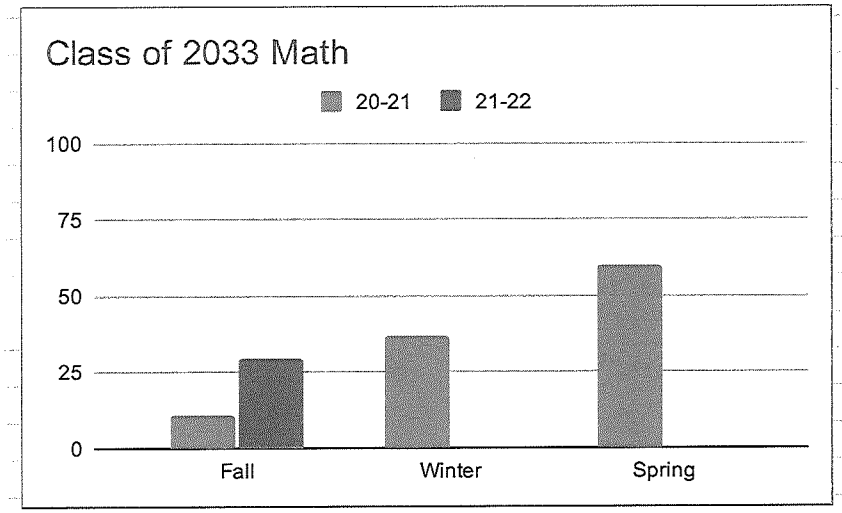


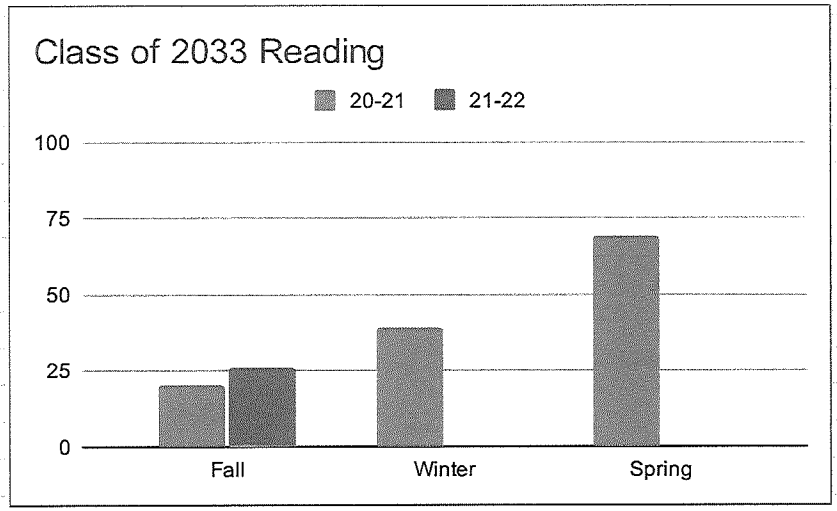


Current 1st graders Class of 2033

%of students scoring 50 percentile or higher

	Math			Reading		
	20-21	21-22	22-23	20-21	21-22	22-23
Fall	11	29	Fall	20	26	
Winter	37		Winter	39		
Spring	60		Spring	69		



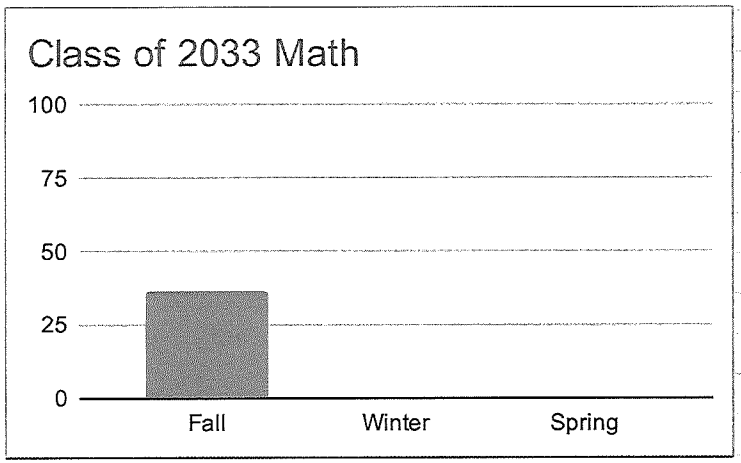


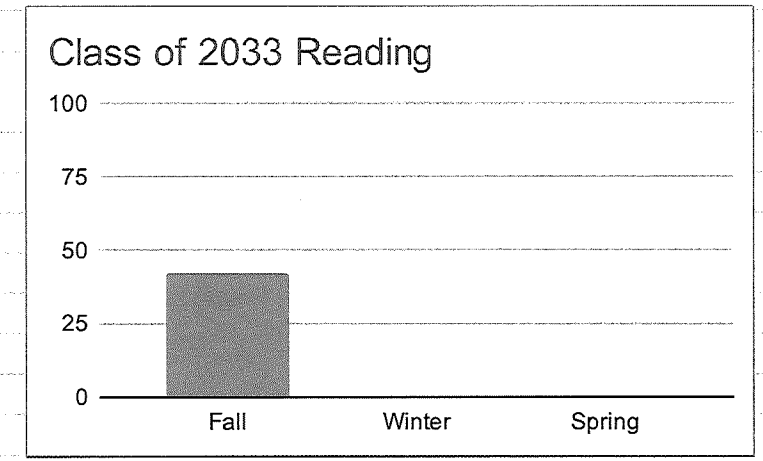
Current Kindergartners Class of 2033

%of students scoring 50 percentile or higher

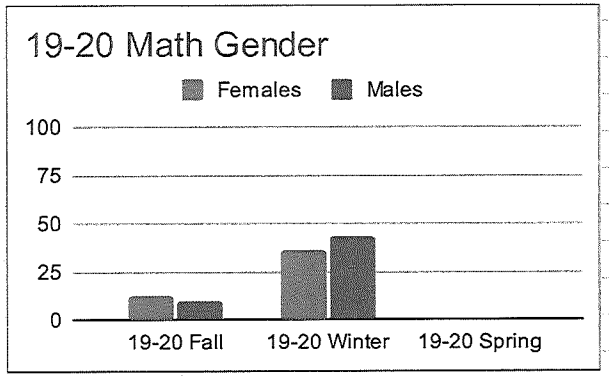
	Math	
	21-22	22-23
Fall	36	
Winter		
Spring		

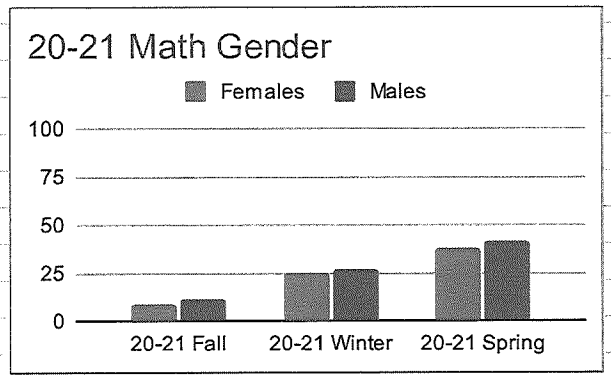
	Reading	
	21-22	22-23
Fall	42	
Winter		
Spring		



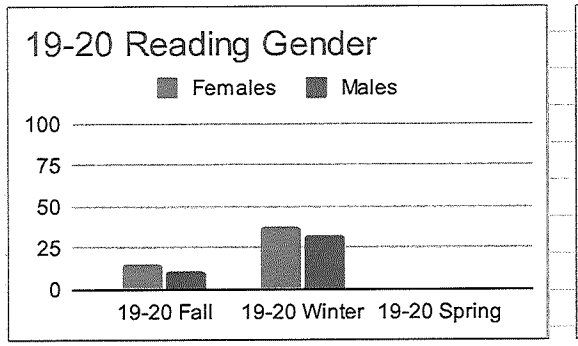


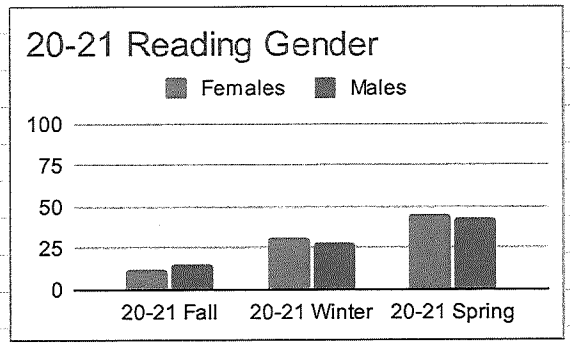
Math	% of students scoring tier 1							
	Females	Males		Females	Males		Females	Males
19-20 Fall	12	10	20-21 Fall	9	11	21-22 Fall	4	9
19-20 Winter	36	43	20-21 Winter	25	27	21-22 Winter		
19-20 Spring			20-21 Spring	38	41	21-22 Spring		



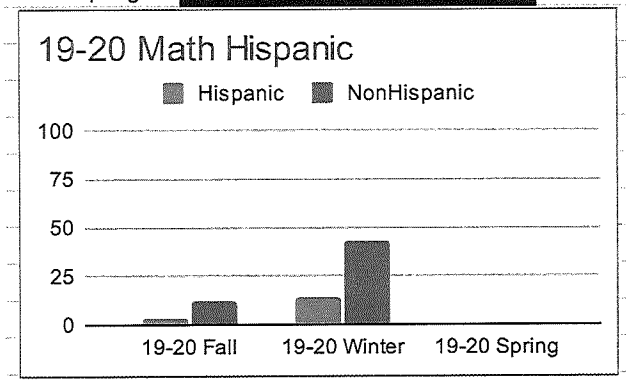


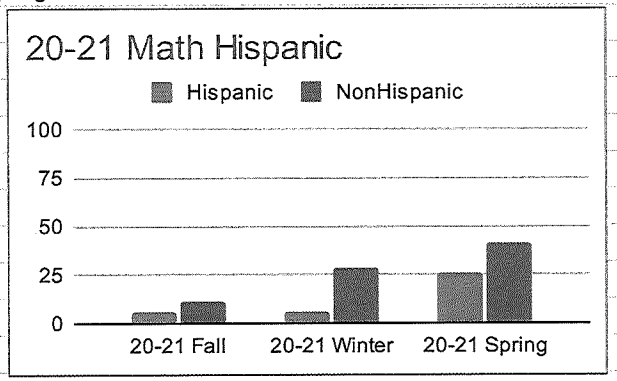
Reading								
	Females	Males		Females	Males		Females	Males
19-20 Fall	15	11	20-21 Fall	12	15	21-22 Fall	9	9
19-20 Winter	38	32	20-21 Winter	31	28	21-22 Winter		
19-20 Spring			20-21 Spring	45	43	21-22 Spring		



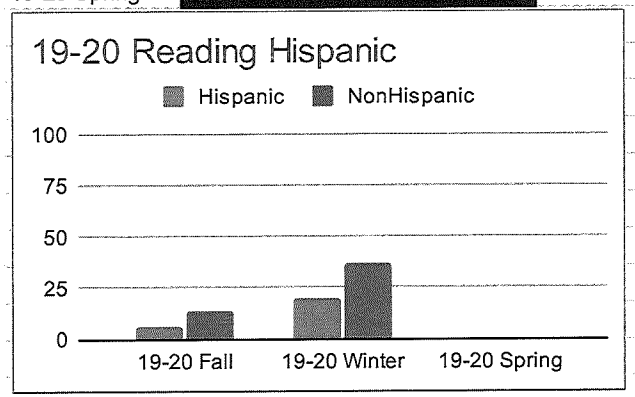


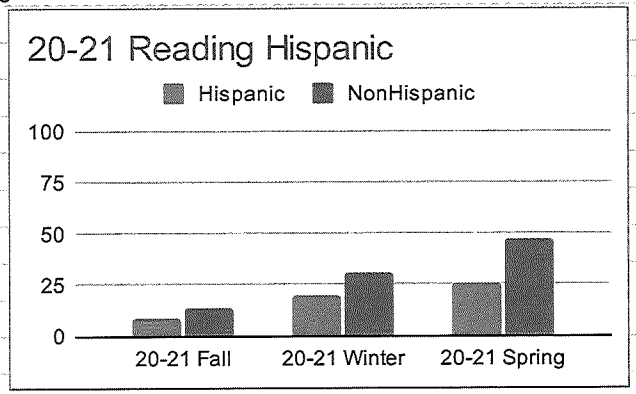
Math	% of students scoring tier 1							
	Hispanic	NonHispanic		Hispanic	NonHispanic		Hispanic	NonHispanic
19-20 Fall	3	12	20-21 Fall	6	11	21-22 Fall	3	7
19-20 Winter	14	43	20-21 Winter	6	28	21-22 Winter		
19-20 Spring			20-21 Spring	26	41	21-22 Spring		





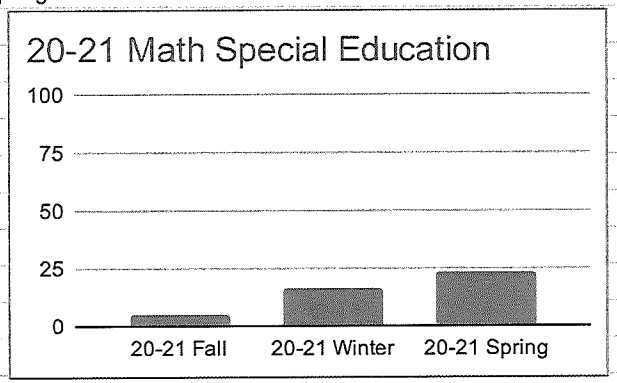
Reading								
	Hispanic	NonHispanic		Hispanic	NonHispanic		Hispanic	NonHispanic
19-20 Fall	6	14	20-21 Fall	9	14	21-22 Fall	3	10
19-20 Winter	20	37	20-21 Winter	20	31	21-22 Winter		
19-20 Spring			20-21 Spring	26	47	21-22 Spring		





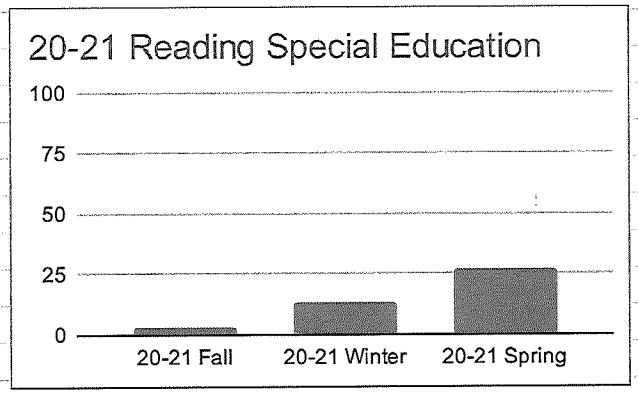
Math	% of students scoring tier 1				
	Special Education		Special Education		Special Education
19-20 Fall		20-21 Fall	5	21-22 Fall	
19-20 Winter		20-21 Winter	16	21-22 Winter	
19-20 Spring		20-21 Spring	23	21-22 Spring	

No data



Reading					
	Special Education		Special Education		Special Education
19-20 Fall		20-21 Fall	3	21-22 Fall	
19-20 Winter		20-21 Winter	13	21-22 Winter	
19-20 Spring		20-21 Spring	27	21-22 Spring	

No data



	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2nd Fall	4	8	17	14	14	7	4	5	5	5	4	1	2	0	2												
93		53				30						3			2												
	4%	57%				32%						3%			2%												
2nd Winter																											
0																											
2nd Spring																											

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1st Fall	45	23	16	7	4	0	1																				
99	45	50				1						0															
	45%	51%				1%																					
1st Winter																											
0																											
1st Spring																											
0																											

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
K Winter																											
K Spring																											

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2nd Fall																		0	0	0	0	0	0	0	0	0	0
	0	0				0						0			0												
2nd Winter	2	3	10	9	4	11	3	12	7	16	7	3	6	5	2	1	0	0	0	0	0	0	0	0	0	0	0
101	2	26				56						14			3												
	2%	26%				55%						14%			3%												
2nd Spring	1	3	1	3	9	10	2	6	7	7	9	9	20	10	4	8											
	1%	16				41						39			12												
109		15%				38%						36%			11%												

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1st Fall																		0	0	0	0	0	0	0	0	0	0
	0	0				0						0															
1st Winter	16	22	19	5	8	4	3	1	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
84	16	54				14						0															
	19%	64%				17%						0															
1st Spring	4	14	14	12	16	7	3	7	9	3	1	2	0	2	1												
95	4	56				30						4			1												
	4%	59%				32%						4%			1%												

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
K Winter													0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0																									
K Spring	44	19	17	14	2	1		1																			
	44	52				2																					
98	45%	53%				2%																					

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2nd Fall	5	2	11	6	6	8	11	9	8	14	8	7	4	2	7	2	0	0	0	0	0	0	0	0	0	0	0
110	5	25				58						13			9												
	5%	23%				53%						12%			8%												
2nd Winter	1	5	3	2	4	7	6	6	14	10	4	14	12	6	5	4											
103	1	14				47						32			9												
	1%	14%				46%						31%			9%												
2nd Spring																											

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1st Fall	33	17	25	11	13	2	3	0	4	1				0	0	0	0	0	0	0	0	0	0	0	0	0	0
109	33	66				10						0															
	30%	61%				9%						0%															
1st Winter	10	8	15	14	18	18	7	5	4	2	4	2	0	0	0												
107	10	55				40						2															
	9%	51%				37%						2%															
1st Spring																											
0		0				0						0															

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
K Winter	78	18	6	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
106	78	28																									
	74%				26%																						
K Spring																											

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2nd Fall		5	9	12	9	14	10	7	14	10	8	8	5	2	7	2	0	0	0	0	0	0	0	0	0	0	0
122	**0**	**35**				**63**						**15**			**9**												
	0%	**29%**				**52%**						**12%**			**7%**												
2nd Winter		1	3	3	8	8	13	8	9	9	21	5	4	9	11	8											
120	**0**	**15**				**68**						**18**			**19**												
	0%	**13%**				**57%**						**15%**			**16%**												
2nd Spring		1	1	2	2	0	1	5	9	10	10	20	9	16	15	13	8										
105	**0**	**6**				**19**						**40**			**40**												
	0%	**6%**				**18%**						**38%**			**38%**												

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1st Fall		40	29	14	10	2	4	4	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
106	**0**	**93**				**12**						**1**															
	0%	**88%**				**11%**						**1%**			**0**												
1st Winter		13	14	22	15	10	5	4	7	1	2	4															
97	**0**	**64**				**29**						**4**															
	0%	**66%**				**30%**						**4%**			**0%**												
1st Spring	0	8	8	6	8	11	9	6	5	14	11	9	2														
97	**0**	**30**				**56**						**11**															
	0	31%				58%						11%			0%												

	Pre A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
K Winter	**50**	**35**	**21**	**4**	**0**	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
110	50	60																									
	45%				55%																						
K Spring	15	21	27	21	15	7	1	2	2																		
111	15	84				12																					
	14%	76%				11%																					

2nd Grade Fall 21-22 Early Literacy Behaviors / PAST PLC Data

		Debbie		Dunavent		Skidmore		Spaulding		Walters		TEAM
ELC	Left to right directionality	20	100%	18	100%	18	100%	16	84%	18	100%	97%
	turn the page	20	100%	18	100%	18	100%	16	84%	18	100%	97%
	return sweep	20	100%	18	100%	18	100%	16	84%	18	100%	97%
	concept of word	20	100%	18	100%	18	100%	16	84%	17	94%	96%
	concept of letter	20	100%	18	100%	18	100%	16	84%	17	94%	96%
	# of Students w/ Mastery:	20	100%	18	100%	18	100%	16	84%	17	94%	96%
PAST Skills	Concept of Spoken Word	19	95%	17	94%	18	100%	16	84%	17	94%	94%
	Rhyme Recognition	19	95%	18	100%	18	100%	17	89%	17	94%	96%
	Rhyme Completion	18	90%	16	89%	15	83%	15	79%	15	83%	85%
	Rhyme Production	19	95%	15	83%	15	83%	14	74%	15	83%	84%
	Syllable Blending	18	90%	17	94%	18	100%	17	89%	18	100%	95%
	Syllable Segmentation	18	90%	17	94%	18	100%	17	89%	17	94%	94%
	Syllable Deletion	18	90%	15	83%	18	100%	17	89%	16	89%	90%
	Phoneme Isolation of Initial Sounds	17	85%	17	94%	17	94%	16	84%	17	94%	91%
	Phoneme Isolation of Final Sounds	19	95%	17	94%	17	94%	14	74%	16	89%	89%
	Phoneme Blending Onset and Rime	17	85%	17	94%	18	100%	17	89%	17	94%	93%
	Phoneme Blending All phonemes	17	85%	16	89%	17	94%	14	74%	16	89%	86%
	Phoneme Segmentation	15	75%	17	94%	13	72%	16	84%	14	78%	81%
	Phoneme Deletion of Initial Sound	10	50%	16	89%	14	78%	14	74%	16	89%	76%
	Phoneme Deletion of Final Sound	15	75%	14	78%	11	61%	11	84%	13	72%	74%
	Adding Phonemes	16	80%	15	83%	12	67%	15	79%	14	78%	77%
	# of Students w/ Mastery:	16	80%	16	89%	14	78%	14	74%	16	89%	82%

	# of Students w/ Proficiency:											Mastery	Total	Percent
ABC's	Lowercase Letters (26)	18	90%	18	100%	18	100%	18	95%	17	94%	89	93	95.70%
	Uppercase Letters (26)	18	90%	17	94%	18	100%	18	95%	17	94%	88	93	94.62%
	Letter Sounds (31)	9	45%	16	89%	18	100%	16	84%	14	78%	73	93	78.49%

1st Grade 21-22 FALL Early Literacy Behaviors / PAST PLC Data

		Epifanio		Gullion		Morgan		Olivigni		Wash		TEAM
ELC	Left to right directionality	18	82%	19	95%	17	77%	19	100%	21	100%	91%
	turn the page	21	95%	19	95%	19	86%	18	95%	21	100%	94%
	return sweep	17	77%	19	95%	18	82%	18	95%	21	100%	90%
	concept of word	19	86%	19	95%	15	68%	18	95%	19	90%	87%
	concept of letter	21	95%	19	95%	17	77%	18	95%	19	90%	91%
	# of Students w/ Mastery:	20	91%	14	70%	0	0%	19	100%	19	90%	70%
PAST Skills	Concept of Spoken Word	11	50%	13	65%	12	55%	8	42%	18	86%	59%
	Rhyme Recognition	17	77%	14	70%	18	82%	15	79%	17	81%	78%
	Rhyme Completion	18	82%	14	70%	18	82%	13	68%	17	81%	77%
	Rhyme Production	20	91%	11	55%	17	77%	8	42%	12	57%	64%
	Syllable Blending	18	82%	18	90%	21	95%	17	89%	21	100%	91%
	Syllable Segmentation	11	50%	17	85%	20	91%	7	37%	19	90%	71%
	Syllable Deletion	15	68%	15	75%	14	91%	10	53%	15	71%	72%
	Phoneme Isolation of Initial Sounds	7	32%	16	80%	19	64%	15	79%	17	81%	67%
	Phoneme Isolation of Final Sounds	18	82%	12	60%	14	86%	10	53%	10	48%	66%
	Phoneme Blending Onset and Rime	10	45%	14	70%	20	64%	10	53%	16	76%	62%
	Phoneme Blending All phonemes	6	27%	11	55%	15	91%	4	21%	10	48%	48%
	Phoneme Segmentation	6	27%	9	45%	10	68%	8	42%	8	38%	44%
	Phoneme Deletion of Initial Sound	2	9%	13	65%	13	45%	6	32%	6	29%	36%
	Phoneme Deletion of Final Sound	4	18%	11	55%	9	59%	3	16%	2	10%	32%
	Adding Phonemes	5	23%	8	40%	10	41%	4	21%	4	19%	29%
	# of Students w/ Mastery:	8	36%	13	65%	8	36%	2	11%	4	19%	33%

	# of Students w/ Proficiency:											Mastery	Total	Percent
ABC's	Lowercase Letters (26)	16	73%	19	95%	13	59%	15	79%	15	71%	78	104	75.00%
	Uppercase Letters (26)	16	73%	20	100%	16	73%	16	84%	17	81%	85	104	81.73%
	Letter Sounds (31)	6	27%	0	0%	6	27%	6	32%	3	14%	21	104	20.19%

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students	Total Number Met Goal	Total Percentage Met Goal
Bray	1	18	3	1	0	0	23	1	4.35%
Borgmenke	3	15	5	1	0	0	24	1	4.17%
Pelfrey	7	14	3	1	0	0	25	1	4.00%
Perkins	4	14	7	0	0	0	25	0	0.00%
Seales	3	14	6	1	0	0	24	1	4.17%
Total Number	**18**	**75**	**24**	**4**	**0**	**0**	**121**	4	3.31%
Percentage	**14.88%**	**61.98%**	**19.83%**	**3.31%**	**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	Total Number Met Goal	Total Percentage Met Goal
Bray	10	12	1	0	0	0	23	1	4.35%
Borgmenke	16	7	1	0	0	0	24	1	4.17%
Pelfrey	17	8	0	0	0	0	25	0	0.00%
Perkins	16	9	0	0	0	0	25	0	0.00%
Seales	9	15	0	0	0	0	24	0	0.00%
Total Number	**68**	**51**	**2**	**0**	**0**	**0**	**121**	2	1.65%
Percentage	**56.20%**	**42.15%**	**1.65%**	**0.00%**	**0.00%**	**0.00%**			

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Bray	13	6	0	3	1	0	23	4	17.39%
Borgmenke	16	5	1	0	2	0	24	3	12.50%
Pelfrey	13	8	3	0	1	0	25	4	16.00%
Perkins	12	10	0	0	3	0	25	3	0.12
Seales	11	11	2	0	0	0	24	2	8.33%
Total Number	**65**	**40**	**6**	**3**	**7**	**0**	121	16	13.22%
Percentage	**53.72%**	**33.06%**	**4.96%**	**2.48%**	**5.79%**	0.0%			

Addition & Subtraction	No Visible Items	Needs Items	Counts from 1	Counts on to add	Counts back	Non-count by one	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Bray	17	6	0	0	0	0	23	6	26.09%
Borgmenke	21	2	1	0	0	0	24	3	12.50%
Pelfrey	17	8	0	0	0	0	25	8	32.00%
Perkins	19	5	1	0	0	0	25	6	24.00%
Seales	19	5	0	0	0	0	24	5	20.83%
Total Number	**93**	**26**	**2**	**0**	**0**	**0**	121	28	23.14%
Percentage	**76.86%**	**21.49%**	**1.65%**	**0.00%**	**0.00%**	0.0%			

Finger Patterns	No Finger Patterns	Builds by 1	Throws 1-5	Throws 6-10	5+ID	Doubles ID	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Bray	10	3	7	1	0	2	23	3	13.04%
Borgmenke	6	1	15	0	0	2	24	2	8.33%
Pelfrey	14	2	7	0	0	2	25	2	8.00%
Perkins	13	3	8	1	0	0	25	1	4.00%
Seales	12	8	1	3	0	0	24	3	12.50%
Total Number	**55**	**17**	**38**	**5**	**0**	**6**	121	11	9.09%
Percentage	**45.45%**	**14.05%**	**31.40%**	**4.13%**	**0.00%**	5.0%			

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	Total Percentage Met Goal	Total Percentage Met Goal
Bray	5	13	1	3	1	0	0	23	1	4.35%
Borgmenke	7	4	4	6	2	1	0	24	3	12.50%
Pelfrey	13	2	1	4	4	1	0	25	5	20.00%
Perkins	8	9	1	2	4	0	1	25	4	16.00%
Seales	4	7	6	4	1	2	0	24	3	12.50%
Total Number	**37**	**35**	**13**	**19**	**12**	**4**	**1**	121	16.0	13.22%
Percentage	**30.58%**	**28.93%**	**10.74%**	**15.70%**	**9.92%**	**3.31%**	**0.83%**			

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students	Total Number Met Goal	Total Percentage Met Goal
Epifanio	0	5	8	10	0	0	23	0	0
Gullion	0	6	3	10	0	1	20	1	5.00%
Morgan	0	4	7	10	0	1	22	1	4.55%
Olivigni	0	3	7	9	0	0	19	0	0
Wash	0	6	6	9	0	0	21	0	0
Total Number	**0**	**24**	**31**	**48**	**0**	**2**	**105**	2	1.90%
Percentage	**0.00%**	**22.86%**	**29.52%**	**45.71%**	**0.00%**	**1.90%**			

:

BNWS	No10-1	10-1	30-1	100-1	By 10s on and off	200-1	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Epifanio	2	19	1	1	0	0	23	0	0
Gullion	2	13	0	4	0	1	20	1	5.00%
Morgan	2	11	4	5	0	0	22	0	0
Olivigni	2	13	3	1	0	0	19	0	0
Wash	2	14	2	3	0	0	21	0	0
Total Number	**10**	**70**	**10**	**14**	**0**	**1**	**105**	1	0.95%
Percentage	**9.52%**	**66.67%**	**9.52%**	**13.33%**	**0.00%**	**0.95%**			

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Epifanio	1	10	4	1	7	0	23	7	30.43%
Gullion	2	7	3	0	7	1	20	8	40.00%
Morgan	1	8	4	0	7	2	22	9	40.91%
Olivigni	1	6	3	1	7	1	19	8	42.11%
Wash	1	9	2	2	5	2	21	7	33.33%
Total Number	**6**	**40**	**16**	**4**	**33**	**6**	105	39	37.14%
Percentage	**5.71%**	**38.10%**	**15.24%**	**3.81%**	**31.43%**	**5.71%**			

Addition & Subtraction	No Visible Items	Needs Items	Counts from 1	Counts on to add	Counts back	Non-count by one	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Epifanio	6	12	5	0	0	0	23	0	0.00%
Gullion	7	10	0	2	1	0	20	1	5.00%
Morgan	8	11	1	1	1	0	22	1	4.55%
Olivigni	4	9	3	3	0	0	19	0	0.00%
Wash	10	8	0	2	1	0	21	1	4.76%
Total Number	**35**	**50**	**9**	**8**	**3**	**0**	105	3	2.86%
Percentage	**33.33%**	**47.62%**	**8.57%**	**7.62%**	**2.86%**	**0.00%**			

Finger Patterns	No Finger Patterns	Builds by 1	Throws 1-5	Throws 6-10	5+ID	Doubles ID	Total Number of Students	Total Number Met Goal	Total Percentage Met Goal
Epifanio	0	4	8	0	3	8	23	8	34.78%
Gullion	0	1	10	0	2	7	20	7	35.00%
Morgan	0	1	5	2	6	8	22	8	36.36%
Olivigni	0	0	8	2	6	3	19	3	15.79%
Wash	1	0	9	2	3	6	21	6	28.57%
Total Number	**1**	**6**	**40**	**6**	**20**	**32**	105	32	30.48%
Percentage	**0.95%**	**5.71%**	**38.10%**	**5.71%**	**19.05%**	**30.48%**			

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	Total Number Met Goal	Total Percentage Met Goal
Epifanio	0	2	0	3	10	4	4	23	4	0.1739130435
Gullion	0	0	3	9	7	1	0	20	0	0.00%
Morgan	0	2	1	10	4	1	4	22	4	18.18%
Olivigni	0	2	1	8	5	0	3	19	3	15.79%
Wash	1	3	1	10	3	2	1	21	1	4.76%
Total Number	**1**	**9**	**6**	**40**	**29**	**8**	**12**	105	12	11.43%
Percentage	**0.95%**	**8.57%**	**5.71%**	**38.10%**	**27.62%**	**7.62%**	**11.43%**			

FNWS	No 1-10	1-10	1-30	1-100	By 10s on and off	1-200	Total Number Students
Debbie	0	1	2	11	0	6	20
Dunavent	0	1	1	8	2	6	18
Skidmore	0	0	3	10	1	4	18
Spaulding	0	0	4	6	3	6	19
Walters	0	2	2	6	1	9	18
Total Number	**0**	**4**	**12**	**41**	**7**	**31**	**93**
Percentage	**0.0%**	**4.3%**	**12.9%**	**44.1%**	**7.5%**	**33.3%**	

BNWS	No 10-1	10-1	30-1	100-1	By 10s on and off	200-1	Total Number of Students
Debbie	0	8	6	5	0	1	20
Dunavent	0	7	1	6	2	2	18
Skidmore	0	6	4	7	1	0	18
Spaulding	0	6	2	7	1	3	19
Walters	0	5	1	9	1	2	18
Total Number	**0**	**32**	**14**	**34**	**5**	**8**	**93**
Percentage	**0.0%**	**34.4%**	**15.1%**	**36.6%**	**5.4%**	**8.6%**	

NID	No1-10	1-10	1-20	1-30	1-100	1-1000	Total Number of Students
Debbie	0	3	0	0	9	8	20
Dunavent	0	2	0	0	6	10	18
Skidmore	0	3	0	0	7	8	18
Spaulding	0	1	0	0	8	10	19
Walters	0	2	0	0	7	9	18
Total Number	**0**	**11**	**0**	**0**	**37**	**45**	93
Percentage	**0.0%**	**11.8%**	**0.0%**	**0.0%**	**39.8%**	**48.4%**	

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	3	3	4	6	2	2	20
Dunavent	1	2	5	5	3	2	18
Skidmore	3	3	3	5	4	0	18

Spaulding	2	3	5	2	6	1	19
Walters	1	6	4	4	3	0	18
Total Number	**10**	**17**	**21**	**22**	**18**	**5**	93
Percentage	**10.8%**	**18.3%**	**22.6%**	**23.7%**	**19.4%**	**5.4%**	

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	3	0	1	16	20
Dunavent	1	0	1	0	2	14	18
Skidmore	0	0	3	1	0	14	18
Spaulding	0	0	2	1	0	16	19
Walters	0	1	1	0	0	16	18
Total Number	**1**	**1**	**10**	**2**	**3**	**76**	93
Percentage	**1.1%**	**1.1%**	**10.8%**	**2.2%**	**3.2%**	**81.7%**	

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	2	5	4	4	5	20
Dunavent	0	1	0	1	1	8	7	18
Skidmore	0	0	0	5	4	5	4	18
Spaulding	0	0	1	4	6	3	5	19
Walters	0	0	1	2	4	6	5	18
Total Number	**0**	**1**	**4**	**17**	**19**	**26**	**26**	93
Percentage	**0.0%**	**3.8%**	**15.4%**	**65.4%**	**73.1%**	**28.0%**	**28.0%**	

In 270 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: September	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
Start students assessments and data reviews	Morris, Admin team, teacher	Sept 30	Email, face to face
Have professional learning after school	Morris	Sept 30	Face to face
Have action teams (grandparents day)	Morris, Bledsoe	Sept 30	Face to face
Plan for virtual learning, quarantines and wildcat days	Morris, Teachers	September 10	Face to face, email, google classroom
Get gc@home organized	Smith	September 30	Face to face, phone, remind, email

If we are not successful, we will:

In 300 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: October	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
Continue action teams, professional learning	Morris	May 2022	Face to face email
Data Review with teams	Morris Smith	October 30	Face to face, email
Start RTI groups	Morris, RTI team	October 18	Face to face and email
Classroom visits and modeling	Smith, Morris, Bledsoe	Ongoing	Face to face email
Finish assessments	Teachers	November 1	Face to face email

If we are not successful, we will:

In 330 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: November	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
Veterans day	Action team	Nov 11	Face to face, email
Start homework	Morris, Team Leads	Nov 1	Letter, email

If we are not successful, we will:

FOR 2022 03 JOURNAL DETAIL 2021 1 TO 2021 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101053 PROFESSIONAL DEVELOPMENT							
0338 REGISTRATION FEES	4,500	0	4,500	72.00	1,304.00	3,124.00	30.6%
TOTAL PROFESSIONAL DEVELOPMENT	4,500	0	4,500	72.00	1,304.00	3,124.00	30.6%
GRAND TOTAL	4,500	0	4,500	72.00	1,304.00	3,124.00	30.6%

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

FOR 2022 03 JOURNAL DETAIL 2021 1 TO 2021 13

	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	.00	700.00	.0%
TOTAL GCES GUIDANCE CNSL GF	700	0	700	.00	.00	700.00	.0%
0101059 GCES LIBRARY GF							
0339 OTH PROF TRAINING & DEV SVCS	755	0	755	.00	.00	755.00	.0%
0610 GENERAL SUPPLIES	300	0	300	.00	92.62	207.38	30.9%
0641 LIBRARY BOOKS	3,990	0	3,990	483.00	756.93	2,750.07	31.1%
0642 PERIODICALS & NEWSPAPERS	150	0	150	.00	.00	150.00	.0%
TOTAL GCES LIBRARY GF	5,195	0	5,195	483.00	849.55	3,862.45	25.7%
0101077 GCES PRINCIPAL'S OFFICE GF							
0338 REGISTRATION FEES	0	0	0	.00	395.00	-395.00	100.0%
0349 OTHER PROFESSIONAL SERVICES	438	-38	400	.00	.00	400.00	.0%
TOTAL GCES PRINCIPAL'S OFFICE GF	438	-38	400	.00	395.00	5.00	98.8%
0101118 GCES REGULAR INST GF							
0338 REGISTRATION FEES	800	-800	0	.00	420.00	-420.00	100.0%
0339 OTH PROF TRAINING & DEV SVCS	500	0	500	.00	43.00	457.00	8.6%
0444 COPIER RENTAL	10,000	-4,065	5,935	958.14	3,193.80	1,783.06	70.0%
0580 TRAVEL	1,500	0	1,500	.00	.00	1,500.00	.0%
0610 GENERAL SUPPLIES	26,692	12,946	39,638	6,801.46	8,230.29	24,606.25	37.9%
0645 AUDIOVISUAL MATERIALS	1,570	-650	920	.00	.00	920.00	.0%
0679 OTHER STUDENT ACTIVITIES	2,000	-2,000	0	.00	.00	.00	.0%
0697 OTHER SUPPLIES & MATERIALS	9,100	0	9,100	429.64	4,431.03	4,239.33	53.4%
TOTAL GCES REGULAR INST GF	52,162	5,431	57,593	8,189.24	16,318.12	33,085.64	42.6%
GRAND TOTAL	58,495	5,393	63,888	8,672.24	17,562.67	37,653.09	41.1%

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

Gallatin County Lower Elementary
Professional Learning Agenda
9/15/21

Participants: All certified staff, any classified staff that want to stay
Location: Library
*Target: I will work with my team to accomplish our goals.

*Vision/Mission Connection: We will learn, love and lead together by modeling the habits and creating a safe, loving environment.

*LIM Connection:. Total alignment synergizing

*Materials Needed: Links below, creative minds,

- MRA results - target areas
- Lighthouse Recertification
- New Action Team plan

10 min Booster provided by Leadership Team
40 min Break up into Action Teams
10 min Share out

Leadership Team

- Sign up for booster Link

- Discuss and create a plan for Veterans Day
  Thursday this year. We need to communicate with the other buildings about what they are doing so it doesn't seem so jumbled. Maybe a fire truck can lead a parade as the grand marshal. Ask Mr. Reed if marching band could march behind the cars in the parade. Send home letter asking for guests to participate in the parade as a veteran. Another idea was to have the band stationed and playing music during the parade instead of marching. A backup plan would be just hooking up a speaker and playing music but we want some type of music. Will think about which idea is best. Ask Dorman is they would like to participate as well and cheer on our veterans as they parade through. An idea was brought up that student lighthouse team could contact community businesses and ask if they want to participate in celebrating our veterans by decorating their business for Veterans day. If they plan to do it, we could take pictures of it and post it on FB or contact Kelly Warnick to put pictures in paper.
  Possible time: 9:10 am
  Angela is going to work on contacting fire department and the other schools.
  Amanda is going to type up the letter and giving students an opportunity to create something for display in library time.
  Myra and Missy will work on maps
  Barb is going to collecting pictures as they come in. (ideas putting on poster board, or construction paper, or on paint sticks and students holding them)
  Megan is going to make some posters the students can all sign.

- Work on adding balloons to family connections board

The attendance board is done. The bunnies were put in the hats by Angela and Amanda for August but teachers will need to put bunnies in hats for rest of year.
The parent involvement board is ready to put up. Balloons are collected and paper is up, just need to hang. Amanda is going to hang them up.

- Bring evidence for Lighthouse Review
  Amanda is creating a folder for us to drop evidence into so we can use that general area to collect as the year progresses. We have a start on evidence as some people brought evidence to the meeting.

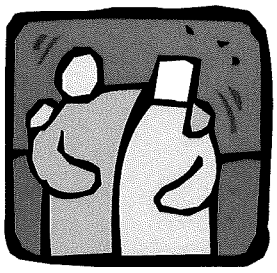
Culture Team

- Review Grandparents day - Pros/Delta
  - Pros-crafts/activities were loved by grandparents;
  - Delta- some classes did not have any pictures sent in to share; wished in person outside; on form suggest grandparents who live together on the same form
- Finish bulletin board- still need office pictures, need to hang everything else up- words & pictures; Tammy and Angie Jones are in charge of this board.
- Discuss fall festival - Fall festival will be postponed until Spring depending on Covid numbers.
- Service project letter - Angie Jones- send home on Thursday/ Friday; Angie will copy for each class on bright colored paper and put in mailboxes; Megan will put on the website; we will include preschool copies;
- Bulletin board by bathroom for service project; - Put paper and border up on bulletin board; put pictures from last year to give students ideas; saying- ;Heather Gullion is in charge of this board!
- Discuss fall activity/outing ideas - shoot for beginning of November; Sandy Land Acres Haunted Hayride, Country Pumpkins, laser Tag.Haunted Hayride-Sandy Land, Country Pumpkins/pumpkin patch, Lazer tag, Dinner, Axe Throwing, Barrel Head Painting, Go Karts, dinner show
- Work on a Survey to go out to staff next Tuesday. Tammy Walters will send out. Ask which day is best for them- Thursday, Friday, or Saturday.
- Next time- update on service project; Staff Christmas outing/ party. Discuss fall outing plans.

Academic Team

- Design and work on bulletin board for tracking iready for each class
  - Thumbs up/thumbs down for attendance and iReady - this is for parents, in the lobby.
- Make sure all personal and academic goals are up for teachers
  - Sent an email reminder.
- Review survey/report for Family/Literacy Night
  - March 1st, maybe Dr. Seuss theme.

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



KRS 160.345(2)(i)7

We believe that a positive approach to discipline is the most effective way to guide children. Consistently reinforcing appropriate behavior is much more effective than punishment for an inappropriate behavior. At Kathryn Winn Primary teaching, modeling, practicing and reinforcing appropriate behavior is our first priority. This philosophy is the foundation for our Student Code of Conduct.

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 Review

Our School Safety Plan will be reviewed every odd numbered school year by the MTSS Team using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.

2. An analysis of the implementation and impact of the activities in the plan.

3. A full report to the council including, but not limited to:

- An overview of the trends in the disciplinary referrals and consequences data.
- A report of the status of each activity that should be started or completed.
- Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.

4. The council will be responsible for approving and adopting any changes to the School Safety Plan.

SCHOOLWIDE EXPECTATIONS

School Wide Expectations are:
P - Proactive: Doing the right things when no one is looking and being in charge of themselves. Do what needs to be done.
A - Act Safe: Keep yourself and others safe from harm.
W - Work Together: Help one another to achieve an end goal.
S - Show Respect: Treat others the way you want to be treated. Treat each other with kindness.
Students will also 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 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 staff.
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. GCLE Code of Conduct
B. Dress Code

Date Adopted: August 8, 2018
Date(s) Reviewed or Revised: July 11, 2019
December 9, 2020

Signature:Megan Morris
Council Chairperson

Gallatin County Schools

WILDCATS

2021-2022 GCLE Student Handbook

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SCHOOL EXPECTATIONS

PBIS

Our school is using Positive Behavior Interventions and Support (PBIS).
PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of classroom rules. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them

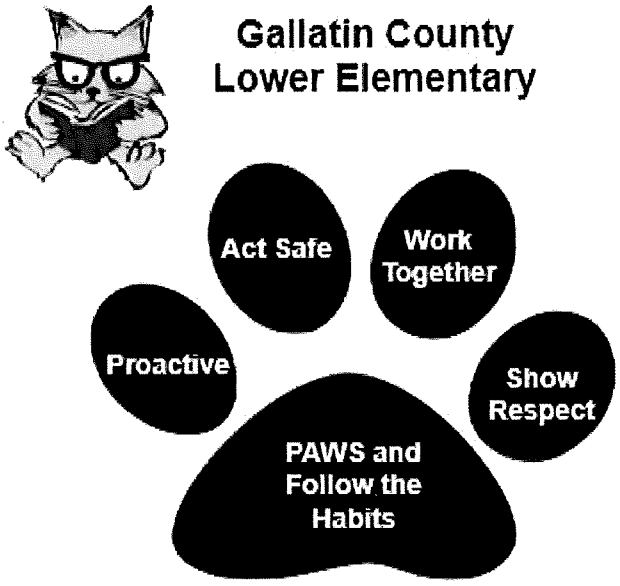
during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

P: Proactive :Doing the right things when no one is looking and being in charge of themselves. Do what needs to be done.

A: Act Safe:Keep yourself and others safe from harm.

W: Work Together:Help one another to achieve an end goal.

S: Show Respect :Treat others the way you want to be treated. Treat each other with kindness.



Synergize to Make GCLE a PAWS-itive School.

Leader in me....
Consequences:

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, or Lunch Detention.

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.

C. 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 student 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.

D. After School Detention

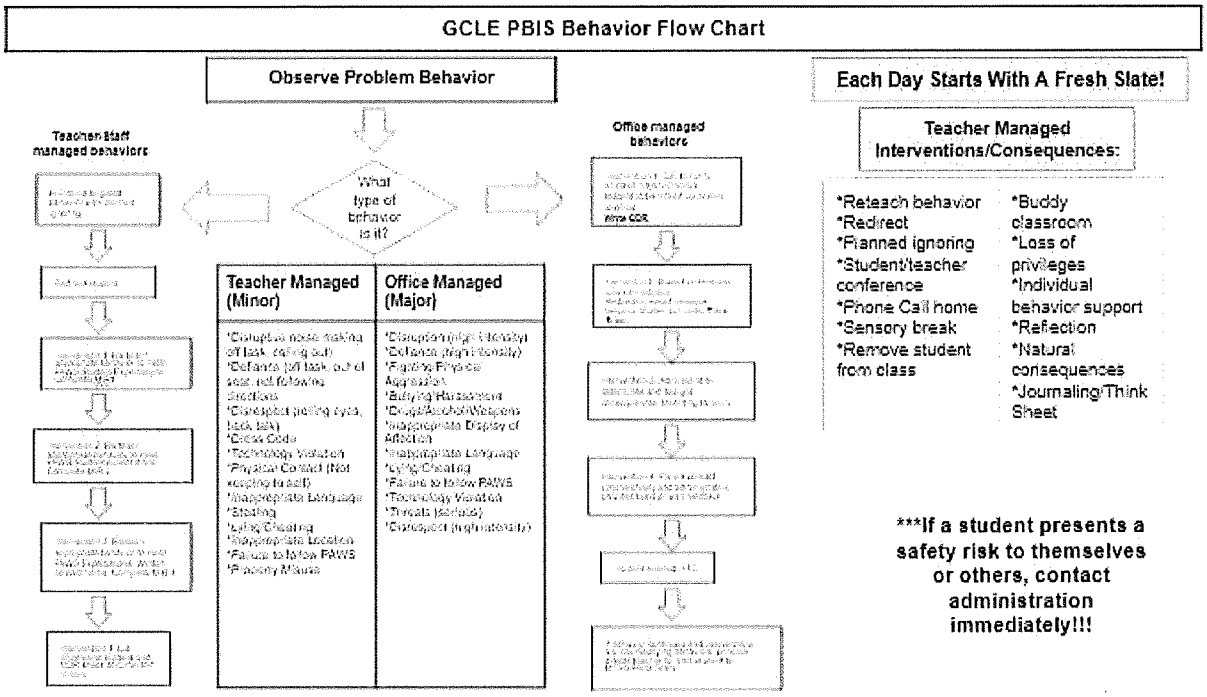
When other consequences fail to improve a student's behavior, the administration may assign a student to After School Detention. After School Detentions may be held on any day deemed necessary by the administration. Students will be notified of the date of their detention. Students who do not show up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

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).

GCLE-Behavior Matrix/Settings

	Learning Areas	Bathroom	Cafeteria	Playground	Bus	Hallway	Arrival and Dismissal	Morning Meeting and Assemblies
Proactive	*Listen and follow directions *Do all my work	*Keep my hands, feet, and eyes to myself *Wash my hands	*Eat my food only and stay in my space	*Follow the rules on the playground	*Walk while keeping my hands, feet and objects to myself	*Walk while keeping my hands, feet and objects to myself	*Walk while keeping my hands, feet and objects to myself	*Listen and follow directions *Do what is asked
Act Safe	*Lead others by doing the right thing *Have all my supplies	*Return to class promptly when finished	*Stay in line and wait my turn	*Use the equipment safely	*Stay in my seat	*Stay with my class in a straight line	*Go to designated area	*Sit with class and keep my hands and feet to self
Work Together	*Listen to others thoughts and ideas	*Keep bathroom neat and clean	*Leave my area neat and clean	*Share and play with everyone	*Follow all directions and listen to the bus driver	*Stop for others when needed	*Following all directions and listen to the adult	*Listen to others thoughts and ideas
Show Respect	*Raise my hand *Use correct voice level as asked by adult	*Use a voice level 0 in bathroom and hallway	*Use a voice level 2	*Use voice level 4 while playing *Line up when told and return to voice level 0	*Use a voice level 0 when waking to the bus *Use voice level 1 while on the bus	*Stay at a level 0	*Use voice level 0 while waiting for my name or number to be called	*Raise my hand *Use correct voice level as ask by adult



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	
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		
Possession of/ Use of a Weapon	C-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 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. 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.

Information on Grading:

Grading Scale:

3 - Meeting Standard
2 - Approaching Standard
1 - Not Meeting Standard
NT - Not tested

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