

LeGrande SBDM Policies

****Revised August 2021****

Table of Contents

Enhancing Student Achievement Policy	3
Alignment With State Standards	3
Program Appraisal Policy	4
Family and Community Engagement	4-6
Selection of Personnel/Consultation	6-7
Principal Selection	7-8
Staff Time Assignment Policy	8-9
Afternoon Bus Loading Procedures	9
School Space Use Policy	9-10
Curriculum Policy	10-11
Equity and Diversity	12
Extracurricular Policy	13-14
Retention Policy 4-8	15
Classroom Instruction	16-17
Professional Development	17
Budget	17
Homework Policy	18-19
Student Dress and Appearance Policy	20
Discipline Policy	21
Comprehensive Planning	22-23
Schedule	24
Student Assignment Policy	25
Writing & Writing Portfolio Policy	27
Evaluation Process	27
Safety Protocol	28-29

Enhancing Student Achievement Policy LeGrande Elementary

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

- Contribute to accomplishing the mission of the school
- Contribute directly or indirectly to enhancing student achievement by improving teaching and learning at LeGrande Elementary School.

Alignment With State Standards

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

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

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

Program Appraisal Policy

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

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

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

Family and Community Engagement

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

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

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

Information on Student Progress

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

1. A report on the student's progress.
2. A report on how each student with a disability is progressing toward the goals in his or her Individual Education Plan.
3. A report on how each gifted and talented student is progressing toward the goals on his or her Individual Education Plan.

4. An invitation to meet and discuss the child's progress.
5. The e-mail address and telephone numbers they can use to communicate with their children's teachers.
6. In addition, parent-teacher conferences will be conducted bi-annually.

Decision Making

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

1. Signing up to serve on our SBDM committees.
 2. Attending Council or committee meetings. All council meetings are publicized in the front school foyer and all meetings are open to the public except for closed sessions involving selection of individual personnel or possible litigation. Members of the public who would like to address council during their regular meetings will be asked to sign in prior to the beginning of the meeting and will be limited to 3 minutes for speaking.
 3. A copy of SBDM policies can be found on the school website.
 4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.
 5. To promote that participation, we will follow the procedures listed in the council by laws and policies.
-

Volunteers

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

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

As needed, we will identify other volunteer roles through our Comprehensive School Improvement Planning process. Parent volunteers will be assigned special duties/responsibilities by the principal or the principal's designee based on instructional needs

of the school. Parents may or may not be assigned to volunteer in their own child's classroom.

Selection of Personnel/Consultation

Vacancy

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

Criteria

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

Interview and Consultation

The interview process shall be conducted as follows...

1. The superintendent shall provide a **slate** of applications for each position.
2. The principal shall interview a selection of applicants from the **slate** provided by the superintendent.
3. If the principal desires, he/she may ask the council members or personnel in a related field to sit in on the interviews for the final applicants.
4. The principal will conduct consultation with the council in a SBDM meeting by presenting to the council a slate of applicants, overview of applicant's strengths and preference for filling the vacant position.
5. The council may discuss this preference, but the principal makes the final hiring decision. All council members present at the meeting will complete the consultation form.
6. The principal shall report the final choice of any employee to the superintendent in writing.

Extra Duty Assignments and Positions

Extra-duty assignments include paid or unpaid duties beyond the instructional day and/or 185 day contract. When only persons

currently working at our school will be considered, the principal shall make the assignment following our policy on assignment of staff time. When persons not currently working at our school will be considered this policy on consultation will be followed.

Principal Selection

Criteria

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

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

Interview

The council shall...

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

Selection

The council shall...

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

Staff Time Assignment Policy

Criteria

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

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

Assignments Based on Criteria

To complete assignments, the principal shall:

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

Altering Assignments

After making assignments, the principal may alter them:

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

Afternoon Bus Loading Procedure

1. Office calls for car riders to be dismissed through the gym at 2:50 p.m.

2. Car riders will be sent to the car as it arrives at the gym door. Parents must have a school-issued car rider tag visible in their front window when picking up students. Parents will not need to enter the building to pick up their child (Exceptions will need to park and enter through the front office where students will not be allowed to exit until all bus riders have been called unless they are signed out). All car riders need to exit through the gym. Parents who come through the front office to pick up students at bus time will be directed to pick their child up at the gym door.
 3. Students requiring special transportation will be escorted to the front foyer where they will be picked up by their bus at 3:05.
 4. The secretary will make an announcement following car rider dismissal to dismiss students in K-4th grade to board the buses.
 5. The secretary will make an announcement once high school buses arrive at LeGrande to dismiss all car riders for the day.
 6. The school secretary will call students who ride the activity bus to the high school at the appropriate time each day.
-

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

Afternoon Duty Assignments

All Staff Remains On-Site Until 3:15

- Front Bus Loading- Ms. Megan
- Gym/Car Riders-Mr. Reed, Mrs. Beth Huff, and Mr. Hamilton
- Primary Hall-All Primary Teachers
- Middle Grades Hall-All Middle Grades Teachers

School Space Use Policy

Criteria For Assigning School Space

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

1. Take students' developmental needs into account.
2. Facilitate the Implementation of our School Improvement Plan.

3. Maximize the use of space available.
4. The council will approve use of school space.

Classroom Space Assignments

To assign classroom space, the principal will:

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

Altering Classroom Space Assignments

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

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

Assignment of Non-Classroom Space

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

Curriculum Policy

Curriculum Adoption

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

1. Is aligned with the Kentucky Academic Standards.

2. Provides specific links to continuing education, life and career options.
3. Provides access to a high quality education for all students.

Teacher Implementation

All teachers will:

1. Meet with other teachers on a bi-weekly basis to complete student analysis of work and plan for student improvement as needed through impact team meetings.
2. Turn in weekly lesson plans by Friday at 3pm to the principal. Lesson plans can also be made available digitally to the principal.

Curriculum Revision

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

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

Equity & Diversity

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

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

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

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

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

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

Extracurricular Policy

Criteria for Programs

We support extracurricular programs based on the following criteria:

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

Program Currently Offered

We will provide the following extracurricular programs.

1. Art Club
2. Academic Team (Elementary & Middle Grades)
3. Basketball
4. Cheerleading
5. Various District Sports
6. Beta Club
7. KYA
8. Yearbook
9. Tech Tuesday
10. Student Council
11. Lego Club
12. Archery
13. Student Job Association
14. FCA

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

Student Eligibility

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

1. Maintain at least a C average each nine weeks grading period.
2. Avoid suspension (in school or out of school) or probation from school.
3. Are in attendance for the day in order to practice or play in the game unless excused by the principal.
4. Provide the coach with a doctor's statement certifying the doctor's approval of acceptable physical condition to participate.
5. Meet any requirements set by the appropriate sponsoring or governing organization. For example, interscholastic athletics participants must comply with rules set by the Kentucky High School Athletic Association.
6. Comply with the rules established by the adult coach or sponsor for the activity.

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

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

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

Coaches and Sponsors

An adult coach or sponsor who meets applicable requirements set in each sponsoring or governing organization will lead each extracurricular activity. Coaches and sponsors will monitor the grades and behavior of students participating in order to determine eligibility. The coach or sponsors will be responsible for supervising all students while participating in the activity, including preparation and travel time.

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

Retention Policy Grades 4-8

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

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

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

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

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

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

Decision of the review committee is final.

Classroom Instruction

Classroom Instruction

All instruction shall be aligned with the school curriculum.

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

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

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

Collaboration on Classroom Instruction

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

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

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

Principal's Roles

The principal or principal's designee will:

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

Professional Development

Definition

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

Standing Committee

The standing committee for professional development will...

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

Budget

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

Homework Policy

Definition/Purpose

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

Teacher Responsibility

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

1. The assignment should either enhance the learning environment or provide practice in skills already taught toward completion of an outcome. New material is to be taught in the classroom.
2. Homework will be assigned on an as needed basis, based on the needs of students.
3. Teachers on each team should coordinate major projects so that they do not have several due at the same time.
4. Homework will be assigned in reasonable amounts, checked, returned as quickly as possible (within a week), and reviewed while the material is still current. Similar procedures should be followed with projects, tests and quizzes.
5. Teachers will deduct points if homework assignments are incomplete or turned in late.
6. Teachers should refer students to ESS when it is apparent that he/she is struggling with the content being covered.
7. Teachers should maintain documentation of all referrals to ESS.

8. Teacher should assign NO homework or give tests during testing windows.

Student Responsibility

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

Parent/Guardian Responsibility:

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

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

Primary Homework Policy

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

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.

- Students who miss school will make up classroom assignments only.
- All homework combined shall not exceed twenty minutes each day.

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

Intermediate Homework Policy

Homework assignments for **intermediate** (4th-5th grades) students at our school must meet the following guidelines:

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

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

6th – 8th Homework Policy

Homework assignment for intermediate **6th – 8th grade** students as out school must meet the following guidelines:

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

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

Student Dress and Appearance Policy

LeGrande Elementary School will follow the district policy for student dress and appearance, which can be found in the district elementary handbook on page 15.

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

Discipline Policy

LeGrande Elementary Discipline Policy

Each year, the LeGrande Principal will submit to SBDM for approval, by the July meeting, a discipline policy based on the district code of conduct. Each student will be given access to a copy of the district code of conduct as part of the yearly student handbook. The LeGrande discipline policy can be found on page 6-7 of the LeGrande student handbook.

Concerning Bullying/Harassment: A classroom guidance/education program will be presented to all students during the first nine weeks of school. If bullying/harassment continues after the normal consequences are carried out as stated in the code of conduct the court designated worker will be notified to assist with student behavior. If your child feels that they are being bullied they must be willing to communicate the circumstances in order for the school administrator to aid them.

- **Concerning parent interaction with students other than their own children: At no time is it permissible for a parent to enter the school building to speak to or question any child (other than their own) regarding an issue or concern. This rule also applies to the regular school setting and hours as well as any activity under the purview of the school beyond the school grounds or hours. Failure to respect all students by not following the rule shall constitute harassment and law enforcement will be called immediately. Failure to follow this rule may result in the offending parent being banned from school property and activities.**
-

Concerning Referrals to Alternative School

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

Please refer to the following for the point assignments:

Warnings—0 points
2nd, 3rd, and 4th offenses—1 point
Assignment to AD —2 points
Assignment to OD—3 points
Out of School suspension—5 points

Definition of Terms

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

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

Instigating – to urge or incite.

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

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

Stealing – to take without right or permission.

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

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

Comprehensive Planning

Plan Development

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

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

Plan To Address Achievement Gaps

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

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

Development/Revision Plan

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

Implementation and Impact of Plan

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

Schedule

Criteria For Schedule

Our school will:

1. Reflect our mission and belief statements.
2. Provide students with the learning time they need.
3. Provide students with the technology access they need to complete writing assignments and other learning activities.
4. Allow teachers shared time to collaborate and plan on a regular basis.
5. Support our curriculum policy and our instructional practices policy.
6. Support the goals and strategies established in our Comprehensive School Improvement Plan.
7. As much as possible, give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing and exclusion related to cultural background, physical abilities, socio-economic status, and cultural status.

Process For Schedule Development

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

Student Assignment Policy

Criteria For Student Assignment To Classes and Programs

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

1. Take each student's developmental needs into account.
2. Create collaborative groups of teachers responsible for the same student and with common planning time so that they share planning and thoughts on individual student needs.
3. Make it easy for those teachers to make flexible adjustments to their schedules and student grouping, which we believe will support higher learning for students.
4. Support our Comprehensive School Improvement Plan.
5. Maintain the state class size cap except under these circumstances: temporary exceptions may be made in order to provide an appropriate assignment to a newly-enrolled student and permanent exceptions may be made after meeting with all the teachers for the appropriate student level and topics and concluding that no other reasonable alternative will meet the students' needs.
6. In instances where LeGrande Elementary has multiple classes on the same grade level students will be assigned classrooms through Infinite Campus or other class scheduler. This will ensure an even distribution of both males and females in the classes. Unless there is a valid reason for a room change the student assignment as dictated through the scheduling process will remain unchanged.
7. Parent requests for specific room/teacher assignments will not be honored.

Primary Homeroom Assignment

All classrooms shall contain a variety of abilities and may contain two or three different age levels and flexible grouping shall be provided in the classrooms and possibly among classrooms. Special education students shall be placed in regular classrooms for as much of the school day as possible with adequate support. The recommendations shall follow with expectations for multi-ability, multi-aged,

multi-gender, and equitable classrooms. The principal shall make room assignments based on #6 in the above mentioned criteria.

Grade 4-8 Homeroom Assignments

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

Homeroom Lists

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

Use of Writing

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

Each teacher's writing assignments under this policy shall:

1. Increase student understanding of the curriculum being taught at that time.

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

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

Evaluation Process

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

School Grounds Smoking Policy

It is the goal of the faculty and staff of LeGrande School to have a safe environment for our students, families and community members. To this end we are enacting a policy that will prohibit smoking on school grounds.

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

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

LeGrande Safety Protocol

1. The doors will open at 7:20 for students who ride the bus to enter the building. Any adult bringing his/her child to school, and wishing to walk them into the building, MUST sign in in the office before entering the hallway and sign out at the office and exit through the front door. The only exceptions are for students and parents who require wheelchair access and handicapped parking. Car riders can be dropped off at the gym door beginning at 7:20.
2. Any person picking a child up, who is not known to the school secretary, will be asked to show a picture ID.
3. Parents and other visitors MUST enter through the front door. They will not be permitted to enter through the gym, library or side door. Side doors are designated for handicap accessibility. Please do not ask students to open the door for you.
4. Any parent or visitor who becomes confrontational, whether it be physical or verbal, will be reported to local law enforcement.
5. If for any reason your child's pick up list changes, you will need to come to school and change the people on the list.
6. Parents and caregivers in the car rider line must display a school issued car rider tag. If you are in the pick- up line after school, and are unknown to the teachers, you will also be asked for a picture ID. Also, you MUST remain in your vehicle during afternoon pick-up. If you do not wish to do this, you will have to park at the other end of the building and come to the office to sign your child out. Please do not walk up to the gym door to escort your child to the car. A teacher will bring your child to you.
7. During afternoon dismissal, if you choose to come in the school to pick your child up, you will need to sign in at the office before entering the hallway.
8. Parents will NOT be permitted to go to the classroom during class time unless they have an appointment (This does not include parent volunteers, or a parent needing to check on a sick child, etc.). If the secretary tells you that you may not go to the classroom, and you enter the hallway anyway, it will be looked upon as a breach of security and law enforcement may be called.
9. Phone calls to the school are welcomed, but please use this service in the way that it is intended. Phone calls will not be transferred to classrooms during instruction time unless it is an

emergency (in which case you will need to explain that to the secretary or whoever answers the school phone). Please see the enclosed list of planning times for your child's teacher and call during his/her planning time.