

La Grange School Council Policies

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1001	Authority of the Council and the Principal	August 23, 1995
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9001	Discipline Policy	April 30, 1997
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9005	Assignment of Students to Classes	May 28, 1997
9006	Playground Policy	September 26, 2005
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9008	Restroom Policy	

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<i>Revised</i>	<i>LaGrange Elementary</i>	<i>6/30/2011</i>

La Grange School Council Policies

Authority of the Council & the Principal

1001

TOPICS	STATEMENT
a. Authority of Principal	<p>The principal shall serve as the school's primary administrator and instructional leader and shall have authority over management functions not chosen by the council. The principal shall be responsible for implementing policies set by the council and shall be responsible to the superintendent or his/her designee. The principal shall be responsible for supervising the work of committees appointed by the council. The principal shall have the authority to form committees in areas of management functions not chosen by the council.</p>
b. Authority of the Council	<p>The council, pursuant to state law, is a policy making body. Reference KRS 160.345 (see attachment A)</p> <p>The council shall have the authority to set and monitor school policies that shall provide an environment to enhance the student's achievement and help the schools meet the goals established by the Kentucky Education Reform Act of 1990.</p> <p>Outside of a legally called council meeting, no council member other than the principal has decision-making or administrative authority. The council shall have the authority to form the number and types of committees needed to carry out the policies set by the council.</p>

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Council Code of Ethics

1002

TOPICS	STATEMENT
a. Code of ethics (defined)	Code of ethics for a school council is a set of professional standards for council members to follow as they work as a team, as they make decisions affecting the school, and more specifically, the children served by the school.
b. Development	A code of ethics adopted by the first school council at La Grange Elementary School shall be reviewed annually by each council thereafter and amended as needed. A written code of ethics shall be included in the school council policy handbook. (See next page.)
c. Commitment	<p>Each council member shall read and show by her/his signature, a commitment to the professional standards set by the code of ethics.</p> <p>Council members shall be given the freedom to sign the code of ethics. No council member shall be coerced into signing the code of ethics beyond their will or discriminated against if choosing not to sign the code of ethics.</p>

La Grange School Council Policies

Election of School Council Members

1003

TOPICS	STATEMENT
a. Composition of Council	The school council at La Grange Elementary School shall consist of three (3) teachers, two (2) parents, and the principal provided state requirements for minority representation are met.
b. Eligibility	All certified employees assigned to the school as full or part-time are eligible to serve on the council. Parent eligibility will adhere to the guidelines set forth in KRS160.345.
c. Teacher Selection Process	<p>All teachers assigned to the school have an opportunity to participate in the annual selection of teacher representatives. A nomination form will be disseminated to all teachers by March 31st or the next day school is in session. Teachers may nominate up to three (3) teachers and may nominate themselves.</p> <p>Nominations shall be made on official forms provided by the principal. Members of the validation committee shall check with each nominee to get approval for placing his/her name on the election ballot.</p>

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TOPICS	STATEMENT
d. Validation Committee	<p>The principal shall call a faculty meeting for the purpose of selecting council members for the following school year. The election shall be completed by April 30th.</p> <p>All voting will be by secret ballot. Candidates receiving the <u>greatest number majority</u> of votes shall be declared the teacher council member for the two-year term(s).</p> <p>A validation committee, comprised of two (2) teachers shall be formed annually. The committee shall be responsible for:</p> <ul style="list-style-type: none"> • Disseminating nomination forms. • Processing and reporting results of nominations for election to council • Disseminating election ballots • Counting votes and reporting the results to the faculty and superintendent. <p>The principal shall facilitate selection of teacher members to the committee, and shall call all committee meetings.</p>
e. Parent Selection Process	<p>The president of the La Grange Elementary School Parent Teacher Association shall call a meeting of the organization by March 31st for the purpose of nominating candidates to the La Grange Elementary School Council. The meeting shall be facilitated by the officers of the PTA.</p> <p>The principal shall provide written notice to the governing board of the Parent Teacher Association or Organization of this SBDM policy.</p>

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TOPICS	STATEMENT
	<p>The election of parent council members shall be conducted by the Parent Teacher Association at the school. Any person with a student attending La Grange Elementary the following school year may vote by secret ballot sent home in the Take-home Tuesday folder at the election held by the PTA by the last Tuesday in April of each year. The ballots shall be counted by at least two (2) members of the PTA board of directors who are not candidates.</p> <p>Parent members on a school council shall be the legal parent/guardian of a student(s) in the school and not be an employee of the district, or a relative of an employee of the district KRS 160.345(2)(a).</p> <p>The president of the Parent Teacher Association shall post the nomination procedure at least two weeks prior to the deadline for receipt of nomination forms. The president shall include the names of all properly nominated candidates on the ballot for the election. Parents eligible to vote may vote for no more than two candidates. The two nominees receiving the highest number of votes shall be declared elected.</p> <p>The president of the Parent Teacher Association shall notify the principal in writing of the parents elected to serve on the school council. PTA officers shall decide the specific procedures for nominating candidates, processing, and counting votes beyond this policy. Candidates receiving the greatest number of votes shall be declared the parent council member for the two-year term(s).</p>

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TOPICS	STATEMENT
<p>f. Minority Representation</p>	<p>For the purpose of school-based decision making, "minority" shall mean American Indian; Alaskan native; African-American; Hispanic, Pacific Islander; or other ethnic group under represented in the school.</p> <p>When the minority student enrollment at La Grange Elementary School reaches or exceeds eight percent (8%) of the total student population, at least one (1) of the school council members shall be a minority parent, teacher, or principal. Enrollment in the school on the proceeding October 1 shall be used to determine the percent of minority students.</p> <p>Under these circumstances, if a council is formed without a minority representative then one or two shall be elected to the council by the following method:</p> <ol style="list-style-type: none"> (1) The principal shall within five (5) working days from the election organize an election to elect a minority parent or minority teacher to the council. (2) Hold the election for minority representatives within ten (10) working days from the date of the election of other council members. (3) The principal shall inform all parents of minority student enrollment in La Grange Elementary School of the election purpose, time, date, and location. (4) The principal shall inform minority teachers of the election process, time, date, and location. (5) The principal shall call for nominations and prepare a ballot for both minority parents or teachers. (6) The principal shall facilitate the meetings held for the purpose of electing minority representatives to the school council. (7) The principal shall report the results of the election to parents, faculty, and community.

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TOPICS	STATEMENT
g. Terms	<p>If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty.</p> <p>Each council member shall be elected for a two-year term that begins July 1 and ends June 30. Elections will be held annually in order to avoid an entirely new council at one time. New council members shall meet with the council from the date of their election to June 30 as the council members elect. During this time, they can help the council plan for the next school year and can participate in training sessions. They are not eligible to participate in the decision-making process.</p>
h. Report Election Results	<p>The principal shall develop a <u>biographical profile</u> on each new council member and report new members to the public through the school newsletter.</p>
i. Filling Vacancies	<p>In the event a vacancy on the council occurs, the respective group shall fill the vacancy in the same way as in the original election. The principal shall inform the respective group of the vacancy and help set a time line for completion of the election.</p>

La Grange School Council Policies

Operating Council Meetings

1004

TOPICS	STATEMENTS
a. Types	<p>Council members shall attend three (3) types of meetings</p> <ul style="list-style-type: none"> • Regular: meetings held monthly and at a set time of day. • Special: meetings scheduled as they are needed between regular scheduled meetings. • Training/Planning: meetings designed for council members to acquire knowledge and/or develop skills and develop plans for improving the school not completed within the committee system.
b. Schedule of Regular	<p>The La Grange Elementary School Council will meet according to the schedule and times adopted at the first council meeting of the year. The chairperson may cancel regular meetings with approval from a majority of the council.</p>
c. Special Meetings	<p>Special council meetings may be called by the chairperson or a majority of the council. The public will be notified of the time, place and purpose of the special called meeting at least 24 (twenty-four) hours in advance.</p>
d. Agenda	<p>Each regular and special council meeting shall operate by an agenda. The agenda shall be formed by the chairperson with items provided by council members. All business transacted by the council shall be by an agenda only. The agenda shall be approved by the council at the beginning of the meeting. Other items may be added to the agenda at the meeting with approval from the council. The agenda for regular meetings shall be written and disseminated within seventy-two (72) hours prior to the meeting.</p>

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TOPICS	STATEMENTS
e. Chairperson	<p>The agenda for a regular meeting will be disseminated to all teachers and officers of the PTA and/or posted on the school bulletin board. Teachers and officers in the PTA shall be informed of special meetings by the most convenient method.</p> <p>Teachers and parents who are not on the council may recommend items for the agenda by contacting the chairperson. A person recommending an item must be present at the meeting for it to be discussed.</p> <p>The principal shall serve as chairperson at meetings. The council shall not meet in the absence of the principal. The responsibilities of the principal as chairperson shall not be delegated to any other member of the council or any other person. In the event of an extended absence by the principal, the superintendent will assign an interim principal.</p>
f. Decision	<p>The primary method of making decisions shall be by consensus. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group. In the event consensus cannot be reached 1) a vote of the council will be taken, with majority rule, or 2) an item may be delayed to another meeting for further discussion.</p>

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TOPICS	STATEMENTS
g. Quorum	Two-thirds (2/3) of the members of the council must be present for the council to make official decisions. A quorum of at least two teachers and one parent must be present at the meetings in order for decisions to be made.
h. Minutes	Minutes of all council's regular and special meetings shall be recorded in writing and kept on file in the principal's office. Minutes shall also be approved by the council and stored in a minute book. A copy of all minutes shall be provided within one week after the meeting to the superintendent, teachers, PTA president and council members.
i. Open Meetings	<p>All council meetings shall be open to the public except when matters specifically exempted from the Kentucky Open Meetings Law are under consideration. Under one or more of these conditions a council may go into executive session; all decisions made by the council shall be in an open public meeting. The council shall abide by all provisions of the state's Open Meetings Law KRS 61.800 – 61.835.</p> <p>The council shall announce the general nature of the matters to be discussed in closed session, citing the specific provision of KRS 61.810 permitting closed session, and a motion must be made in public session and carried by majority vote to go into closed session. No final action may be taken in closed session.</p>
j. Recording Secretary	<p>The council shall provide a qualified person to serve as recording secretary who shall be responsible for:</p> <ul style="list-style-type: none"> • Recording in writing all minutes of meetings.

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TOPICS	STATEMENTS
k. Input from Non-Council Members	<ul style="list-style-type: none"> • Informing the press, teachers, and PTA officers of council and committee meetings. • Processing minutes. • Processing and disseminating meeting agendas. • Preparing the meeting room. • Supplying materials for the meeting. • Filing minutes in the minute book. <p>Those who are in attendance at the council meetings shall be provided an opportunity to discuss issues under consideration by the council by the following procedures:</p> <ol style="list-style-type: none"> (1) A sign-in sheet will be provided by topic for interested parties to indicate their interest in speaking on an issue. (2) As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each speaker will be limited to five (5) minutes. Input will be allowed before the council makes a decision. (3) Input/Reactions must be germane to the topic and must be within the authority of the council. (4) After persons have spoken from the sign-in sheet, the chairperson will permit others to speak to the item under discussion provided their remarks are germane to the topic.

La Grange School Council Policies

Policy Development and Review

1005

TOPICS	STATEMENTS
a. Council Governance	All activities and decisions of the council shall be governed by policies set by the council. Policies shall include both operational procedures and management functions chosen by the council. All policies set by the council shall be consistent with state statutes and board policies.
b. Adoption	All policies shall require two readings before they are adopted. No policy shall be adopted by the council at the meeting in which the policy is introduced. All operational procedures and management function policies listed in this handbook shall be provided for review by the superintendent or his designee upon consideration by the council.
c. Policy Review	The council shall annually review all policies and make any changes that will improve the operations and productivity of the council. Revisions shall be made as needed in order to more effectively serve the school.

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Committee Systems

1006

TOPICS	STATEMENTS
<p>a. Standing Committees</p>	<p>Standing committees, subject to open meetings laws, shall be formed to aid the council. Each standing committee shall consist of at least five (5) members. At least one (1) parent and two (2) teachers shall serve on each standing committee. All certified staff will be required to serve on at least one committee. Standing committees shall make recommendations to the council and the council shall have final authority. The council shall determine the number, type, and representation. All standing committees shall be formed by the council chairperson and approved by the council. All standing committees shall develop a charter and timeline, both of which shall be approved by the council.</p> <p>Titles and responsibilities of all standing committee members shall be disseminated to all faculty and staff members with a form for them to record their interest in committee assignments.</p> <p>Standing committees shall consist of the following committees by title:</p> <ul style="list-style-type: none"> • Curriculum, Instruction and Assessment Committee • Student Support Services Committee • Team Leaders • School Climate/Social Committee

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TOPICS	STATEMENTS
b. Ad Hoc	<p>Ad hoc committees shall be formed to complete specific tasks not completed by standing committees. Once the task is completed, the committee shall be abolished. The chairperson of the council shall form ad hoc committees with approval from the council. The council shall determine the size of committees and representation.</p> <p>Ad hoc committees shall consist of the following committees by title:</p> <ul style="list-style-type: none"> • Space • Schedule • Extra-Curricular • Assignment of Students to Class • Discipline • Budget • <u>CPI</u> • Technology
c. Agenda	<p>All committees shall operate by an agenda. The chairperson shall form the agenda with input from committee members. The agenda shall be disseminated to committee members at least 24 (twenty-four) hours before the meeting.</p>
d. Chairperson	<p>Standing and ad hoc committees shall select a chairperson and vice-chairperson from its membership.</p>
e. Resources	<p>Professional, technical, and financial resources needed by committees to perform their tasks must be approved by the council within the means available to the council. Request for resources shall be made in writing to the council.</p>

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TOPICS	STATEMENTS
f. Tasks	The council shall describe in written policies the responsibilities of each committee and shall develop and communicate to the committees a general time line for all major tasks.
g. Term	Standing committees shall serve for one year beginning July 1 and ending June 30. Committee selections form will be presented at the August council meeting. Ad hoc committees shall serve until they are abolished, not to exceed one year. All committee members may serve unlimited number of consecutive one-year terms.
h. Decision Making	All committees shall use consensus as the method of making decisions.
i. Quorum	Two-thirds (2/3) of the members of the committee must be present for the committee to make a decision.
j. Open Meetings	All committee meetings shall be open to the public except when personnel, legal issues affecting the committee or rights-to-privacy issues are under consideration. Under one or more of these conditions a committee may go into executive session. All decisions made by committees shall be in an open public meeting.
k. Minutes	All committees shall keep minutes of all official meetings and shall file such minutes in a minute book made available to the public in the school's administrative offices. Each committee shall approve its own minutes. All minutes shall be presented to the council. If an action of the council is needed, the committee chairperson or designee shall present the item needing action at the next available SBDM meeting. The committee chairperson or designee shall report to the council at least twice annually. These reports shall be made in person in an effort to address questions from the council or for clarification of proposed actions.

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Appeals Process

1007

TOPICS	STATEMENTS
a. Requests	Appeals of decisions of the council may be made by any parent, student or employee of the school's attendance area.
b. Schedule	Prior to being appealed, the issue must first be presented in writing to the council for reconsideration. Issues for council consideration shall be delivered to the principal who shall bring the matter before the council at its next regular meeting. If the matter is not satisfactorily resolved within ten (10) school days from the date the issue is presented to the council, an appeal may be submitted in writing to the Superintendent.
c. Hearing	The person appealing may be represented by legal counsel and may call witnesses as long as the testimony is germane to the issue. The council may also be represented by legal counsel and may also call witnesses. The complainant shall be provided the option of a closed or open hearing. All appeals requested shall be heard in a special meeting called for that purpose.
d. Decision	The Superintendent shall consider the merits of the appeal, make a decision, and respond in writing to the complainant.
e. Report	A copy of the written grievance or appeal, and a reply by the council, shall be provided to the Superintendent.

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TOPICS	STATEMENT
b. Budget Committee	A budget committee for the allocation of Section VI dollars shall consist of the bookkeeper and teachers (classroom, ECE and Arts and Humanities). The committee shall be responsible for the designation of Section VI funds to the various teaching teams, office and school programs. The committee shall report to the staff and submit its draft budget to the council for approval.
c. Purchasing Procedures	Detailed purchasing procedures can be found in the La Grange Teacher Handbook and are expected to be followed by all La Grange Certified and Classified Staff.
d. Reporting	The budget is subject to the open records law. Monthly reports and daily logs are kept on file with the school bookkeeper and may be viewed by any council or staff member, or parent at any time.
e. Budget Changes	Funds may be moved from one line item to another within categories abiding by restrictions for use of funds. Expenditures in any category of the council budget shall not exceed appropriations.
f. Audit	A certified public accountant shall be employed by the BOE to conduct an annual audit of the budget(s) and shall be consistent with the school district's auditing procedures. The audit shall be reported to the council and the Superintendent. The council shall approve the audit.

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Curriculum/Instructional Policy

4001

TOPICS	STATEMENTS
<p>a. Definition</p>	<p>“Instructional practices” are techniques, specific and general, used by teachers to teach awareness, knowledge, and skills, monitor students while they learn and assess, and report their progress.</p> <p>“Instruction” is how students are taught.</p> <p>“Curriculum” shall be defined as all experiences provided by the school which are designed to help children develop academically, socially, emotionally and physically. Curriculum includes both what is taught and how it is organized for delivery.</p>
<p>b. Standing Committee</p>	<p>A Curriculum / Instructional Practices Committee shall be formed and shall be responsible for:</p> <ul style="list-style-type: none"> • Ongoing alignment of the La Grange Elementary School Curriculum to meet the individual learning needs of the total school population using the state’s curriculum framework, national standards, and district exit standards. • Evaluating the effectiveness of the curriculum. • Developing a curriculum framework that includes best instructional practices and assessment strategies. • Setting priorities for improving the curriculum. • Staying current with research based instructional practices. • Assessing the needs of teachers utilizing conferences and team minutes. • Identifying priorities for implementing instructional practices. • Aligning the Professional Development activities with the curriculum activities in the School CSIP. • Further, the committee shall help assure the curriculum at La Grange Elementary School meets state and local Board standards. The committee shall be expanded to assure representation from each teaching team including ECE and Arts and Humanities. • The committee shall report to the school council.

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TOPICS	STATEMENTS
c. Standards	The council with assistance from the Curriculum/Instructional Practices Committee, shall set standards for an effective curriculum at La Grange Elementary School. Such standards shall be reviewed annually for appropriateness. All standards shall be consistent with state, local Board of Education, Southern Association and National Standards.
d. Analysis	The council shall, with assistance from the Curriculum/Instructional Practices Committee, annually analyze the curriculum. A status report shall be disseminated to each teacher and parent representative. Analysis shall include CATS (KCCT, NRT, and TCS) STAR, ELP, AM, AR, & DRA data and other assessments <u>state, district, and school assessments</u> used in the school's annual performance report, as well as, input from the faculty.
e. Strategic Planning	The council, with assistance from the Curriculum/Instructional Committee, shall be responsible for developing a plan for improving the curriculum and instructional practices. The developed plan shall be a part of the CSIP. Priorities for the plan shall be supported by the results of the analysis.

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TOPICS	STATEMENTS
f. Curriculum Framework	<p>The plan shall be revised annually. As a minimum, the plan shall include all requirements of the CSIP.</p> <p>The Curriculum / instructional Practices plan shall be included in the school's plan of action.</p> <p>The council shall approve the CSIP and it's revisions. A report shall be made to the council and the Oldham County Board of Education annually.</p> <p>The curriculum framework and instructional practices shall be analyzed annually by the Curriculum/Instructional Practices Committee and reported to the council. The state's curriculum framework and district exit standards shall be used as a guide to vertically align the curriculum for instruction in the classroom. Instructional practices shall be developed to enhance the implementation of the school's curriculum.</p>
g. Exit Outcomes	<p>The Curriculum/Instructional Practices Committee shall develop Exit Outcomes for advancement to the next level.</p>

<p>a. Daily Activities</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • Listening to a book read aloud • Reading books or materials on their own or with a partner (read for information or entertainment) • Read silently • Will read orally • Will have grammar/mini lessons, Word of the Day, DOL, DOA (as dictated from a SBUS or the re-teaching of a concept, skill, etc.) • Be involved in daily Writing (free write, reflection, journal, etc.) • Have the opportunity to be involved in the Daily News (5th grade)
<p>b. Weekly</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • "Read aloud" to the teacher (depending on the grade level) • Be exposed to instruction of multiple reading strategies • Do peer writing • Have a reading conference (grades 2-5) at least once with the teacher • Have a spelling test – tests that include content vocabulary, phonetic rules, etc. • Use a computer for research and word processing and/or Accelerated Reader • Demonstrate the use of writing skills-as outlined in the KY Writing Scoring Guide
<p>c. Monthly</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • Conference on reading and/or writing with teacher and/or other students • Read chapter books/novels independently, buddy reading or whole class (grades 2-5) • Speaking in front of a group (ex. debates, book share, book projects, etc.) • Respond in writing to open-response questions. (Open response-informational, literature, persuasion, practical, reflections, etc.) • Publish a writing portfolio piece (as appropriate). A final copy to hand in the hallway, put in a class paper, mail to someone, share in author's circle, put into a class book, or to be included in the writing portfolio, etc. • Write for a purpose (ex. Letter to the editor, pen pals, school/class papers or magazines) • Have exposure to and experience with reading various types of genre (fiction, historical, mystery, biography, non-fictions, humor, drama, poetry). • Organize working portfolios in a way to demonstrate the history of the piece •

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<p>e. Student Responsibilities</p>	<ul style="list-style-type: none"> • Evaluate writing based upon the criteria for effective writing identified in the current Kentucky standards (e.g., focus, audience, organization). A variety of rubrics based on the criteria (e.g., teacher-made, student-made, the Kentucky Analytical Scoring Guide) shall be utilized appropriately to evaluate student writing; and • Provide students regular feedback (e.g., conferencing, descriptive feedback, electronic comments, rubrics) about their writing throughout the writing process. (e.g., prewriting through publication). <p>Students shall write and use communication skills regularly in all classes using 21st century technologies to support their learning. Students will:</p> <ul style="list-style-type: none"> • Collect their writing and communications utilizing multiple methods of storage (e.g., paper, portfolios, electronic storage) as appropriate; • Ensure that their work is their own, avoiding plagiarism • Complete grade level showcase portfolio/writing collection requirements
<p>f. Showcase Portfolio/Writing Collection</p>	<p>The school shall organize a process to review student showcase portfolios/writing collections regularly to determine recommendations for instructional planning.</p> <p>Student showcase portfolios/writing collections will consist of drafts, completed pieces, conferencing notes, and the three types of writing. The analysis of this writing shall be used to inform classroom and whole school instructional strengths and areas of need. The students' showcase portfolios/writing collections will follow them from grade to grade and school to school and shall be reviewed regularly and used during instruction. At regular intervals indicated within the writing plan, students shall submit their best work for review.</p>

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Instructional Practices Policy: Mathematics

4002

<p>a. Daily Activities</p> <p>b. Weekly Activities</p> <p>c. Monthly Activities</p>	<p>Students will be involved in:</p> <ul style="list-style-type: none">• Calendar K-2• Problem Solving K-5• Use of graphic organizers K-5 (any instructional chart, organizer, etc.) <p>Students will be involved in:</p> <ul style="list-style-type: none">• Investigations (learning to think mathematically by exploring essential mathematical topics K-2• What's My Place? What's My Value (developing number sense) K-5• Basic Facts (multiplication and division) 3-4• Basic Facts (addition and subtraction) K-2• Accelerated Math (computer generated program to assist in meeting individual student needs in math skills) 3-5• Exposure/Use of technology K-5 <p>Students will be involved in:</p> <ul style="list-style-type: none">• Multiple-choice Assessments K-5• Extended/Open-Responses 3-5 (1/2 introduction to open-response type assessment)• Collect entries for the 4 portfolio areas (Number/Computation, Geometry/Masurement, Probability/Statistics, Algebraic Ideas)
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TOPICS	STATEMENT
	<p>The Primary Program at La Grange Elementary School is an ungraded program that serves children until they enter the fourth grade. During this period, usually four years, students learn in environments that are appropriate for the developmental level and learning styles of young children. The curriculum and instructional design of the primary program provides a framework for teachers to identify the skills and abilities of each child. In addition, primary teachers establish classroom environments to support individual and group instruction which meet the needs of all children.</p>
<p>b. Configuration</p>	<p>The configuration of students at La Grange Elementary School, as adopted by the SBDM Council is as follows: K, 1- 2, 3-4, and 5. K-3 shall be referred to as primary and 4-5 as intermediate. The seven critical attributes from the primary program shall be implemented in Kindergarten through fifth grade.</p> <p>All first and third grade children shall loop the following school year to grade two and grade four with the same group of children and teacher.</p> <p>Although students shall be placed in a K, 1- 2, 3-4, and 5 classroom, all individual student’s needs, abilities and interests shall be met in the most appropriate academic setting. Class cap sizes, as suggested by the Kentucky Department of Education, are as follows: K-2 (24), 3 (24), 4 (28), and 5 (29).</p>
<p>c. Physical Environment</p>	<p><u>Flexible layout:</u> All furniture within each of the primary classrooms can be rearranged as needed. The classroom has a variety of areas provided for various types of activities (quiet, active and other) with space for students to engage in individual, small, and large group activities.</p> <p><u>Learning centers:</u> Each classroom has a variety of permanent centers and temporary centers that relate to the current unit of study or content area (i.e. literacy centers for Guided Reading). The centers provide students with the</p>

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opportunity to learn at their own rate and level of complexity. These centers promote active student involvement and allow students to work both independently and cooperatively. In addition, the centers mostly contain “hands-on” experimentation and exploration by the students.

Print rich environment: Students have access to a wide variety of books and other types of print material including informational, fiction, reference, and electronic materials. Most materials are displayed at the student’s eye level around the room. The classroom contains environmental print that encourages students to read meaningful signs and posters. Student-generated print is evident in and out of the classroom.

Student work displayed: The classroom and hallways contain a variety of student work (art and writing) that is both current and original.

Variety of instructional materials: Students frequently use a wide variety of “hands-on” materials that promote active learning in the classroom (math manipulative, science equipment, music instruments, art supplies, computer and audio and video tapes). Students have access to materials that accommodate different levels and interests. The materials provide students with the opportunity to problem-solve and explore new concepts.

d. Social and Emotional Environment

Purposeful movement: There is a balance of both student-initiated and teacher-initiated movement in the classroom as directed by the teacher or the nature of the activity.

Student talk: The teacher provides a balance of both teacher and student initiated talk as well as the opportunity for students to respond and interact with each other. The teacher creates an environment in which responses and

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	<p>questions from all are valued.</p> <p><u>Teacher interaction:</u> There is more teacher interaction with individual students and small groups than large group instruction. Teachers monitor student work in all academic settings.</p> <p><u>Positive discipline:</u> (See SBDM Policy #9001) The social environment is supportive and characterized by mutual respect. The CHAMPS Program is fully implemented; behavioral and academic expectations are communicated, modeled, monitored and feedback is provided. Guidelines for Success are posted and implemented. Students are involved in setting standards for classroom behavior and showing self-discipline. The teacher's praise is meaningful, specific and natural and demonstrates a genuine interest in student's achievements. There is a focus of positive interaction between staff and students.</p>
<p>e. Integrated Instruction</p>	<p><u>Kentucky's learning goals:</u> All curriculum that has been aligned to include Kentucky's Learning Goals and Academic Expectations, Kentucky Program of Studies, and the Kentucky Core Content through the Oldham County School District Exit Standards.</p> <p><u>Flexible scheduling:</u> The classroom has a flexible schedule that changes to meet students' needs. The students and teacher plan together the day's schedule to accomplish the students' learning goals. Students are involved in integrated units or concepts with times for specific instruction based on students' needs, interests, and strengths.</p> <p><u>Broad-based themes and units:</u> Standards-Based Units of Study (SBUS)-Units By Design (UBD) are planned around the broad-based themes and core concepts identified in La Grange Elementary School's curriculum. <u>All</u> content areas are integrated when the connections are natural, but instruction in individual skills and concepts may occur when deemed necessary.</p> <p><u>Authentic problems and questions:</u> Students are often involved in solving real-</p>

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life problems and scientific investigations that are related to their interests and environment. The teacher uses all levels of questions according to Bloom's taxonomy.

Reading: Reading is integrated throughout the curriculum. Guided Reading, its components and strategies, is implemented. Literature Circles are introduced in early primary at the appropriate reading levels and implemented in grades 3-5. The students primarily read children's literature, developmentally appropriate nonfiction and reference books, not just basal textbooks or commercial programs. Reading skills are taught in context as needed, and higher-level comprehension is emphasized. The teacher provides students with a variety of opportunities to read. Large percentages of TWI (reading **To** the children, **With** the children, and children reading **Independently**) are implemented. Teachers read aloud to students, students read to one another and to the teacher, students/teacher read silently in SSR/Independent reading time and interact with print (e.g., literature discussions, directions, messages, and sign-up sheets). The Early Literacy Profile (ELP), STAR Reading, and Accelerated Reader Programs are used to monitor student reading comprehension levels. The DRA is used as a diagnostic assessment twice a year to determine strengths and prescribe next steps. Reading goals are set for students each trimester. Students are taught to monitor their own reading records.

Writing: Writing is integrated throughout the curriculum. Skills are taught within the context of the student's writing. Students are taught to use the writing process (prewriting, drafting, revising, editing, sharing) in a flexible manner that enables students to develop a piece at their own rate. Teachers provide the students with a variety of writing opportunities (e.g., portfolios/journals). Students often choose their own topics. The teacher confers with students on a regular basis regarding their writing. Peer conferences and student-self-evaluation are encouraged in the classroom. K-2 teachers use the Lucy Calkins Primary Units of Study as a framework for planning instruction. Writing portfolios are completed for each student annually, which follow the La Grange Elementary School guidelines and Oldham County Board Policy.

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Mathematics: Mathematical curriculum-based tasks engage student's interest and intellect. Students are provided opportunities to deepen their understanding of the mathematics concepts being studied and its application. Teachers and students use manipulative, technology, and other tools to pursue mathematical investigations. The teacher supports and encourages students to establish connections between previous knowledge and real-life situations. There is a combination of guided individual, small group, and whole-class work. Students in upper primary and grade 5 are tested three times annually using the STAR Math Program. Reading and writing skills are integrated throughout all units (see reading and writing).

Science: Science is taught using an investigative approach. Students are extensively involved in hands-on, minds-on (higher order thinking) experiences and interpretive discussions to help them construct meaning. Reading and writing skills are integrated throughout all units (see reading and writing). The use of mathematics is extensive in recording observations and interpreting and reporting results.

Social Studies: Social studies instruction involves the students in asking questions about the investigating social phenomena. When teaching social studies, the teacher stresses the use of multiple sources of information, hands-on activities, meaningful experiences, current events, tutorials and technology. Reading and writing skills are integrated throughout all units (see reading and writing). Direct instruction is used when appropriate.

Arts and Humanities: The arts (e.g., art, drama, music, dance, and physical education) are integrated across all content areas including the arts. Reading and writing skills are integrated throughout all units (see reading and writing).

f. Varied
Instructional
Strategies

Balanced instructional delivery: Best Practice strategies that are developmentally appropriate for individual and groups of students shall be implemented in all classroom settings in all academic areas. (Zemelman,

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	<p>1998). There is a balance of instructional delivery in the classroom (e.g., cooperative learning, direct instruction, small group and independent learning). The teachers consistently use differentiated instruction taking into account students' varied instructional levels, different learning styles, and multiple intelligences. Instruction is presented in a variety of modes and students express themselves in a variety of ways.</p> <p><u>Flexible grouping</u>: There are many opportunities for flexible grouping and regrouping, for instruction based on interest, learning style, problem solving, skill instruction (short term), reinforcement, random, etc. Groupings range from small groups (2-6) to large groups (7 and up). A collaborative model is frequently used with special needs students.</p> <p><u>Continuous progress</u>: The teacher supports the continuous progress of all students by providing materials and activities that enable each student to move at his/her own pace and level at learning. The continuous progress of students shall be measured using a variety of assessment tools (Section F) and reported to parents/guardians, teachers, SBDM council and the Board of Education at appropriate/required intervals.</p>
<p>g. Ongoing Authentic Assessment</p>	<p><u>Continuity and frequency</u>: The teacher assesses student progress in all areas of development (cognitive, social, emotional, physical and aesthetic). This assessment occurs on a continuous and frequent basis, occurs within the context of instruction, and focuses on how the child learns and applies the knowledge.</p> <p><u>Authenticity</u>: Assessment occurs in the context of the learning environment and reflects actual learning experiences in the classroom. Most assessments are performance based. Open-response assessments are taught at all levels and across content. Graphic organizers are used as a prerequisite to the answer.</p> <p><u>Variety of methods</u>: Teacher uses multiple assessment measures (e.g.,</p>

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portfolios, observations, checklists, conferences, anecdotal records, running records, scoring guides, informal reading inventories, KCCT-like assessment (open-response and multiple choice), student work samples, etc. The teacher keeps anecdotal records and checklists of student's attitudes, strengths, weaknesses, and progress. The teacher uses performance-based talks to enable students to demonstrate their knowledge and skills.

The Early Literacy Profile, STAR Reading, Accelerated Reader, DRA (Diagnostic Reading Assessment) STAR Math and Accelerated Math Programs are implemented and used as assessment measures to monitor, analyze and report student achievement toward meeting exit standards.

Student self-evaluation: Students are given the opportunity to reflect on and evaluate their own work across all academic settings. Students have both support and structure in the evaluation process (e.g., writing checklists, rubrics). Students edit their work and make decisions about portfolio entries.

Evaluation of all areas of student growth: The teacher evaluates the student's social emotional, physical, aesthetic and cognitive development.

Qualitative Reporting Conferences: The teacher conducts both informal and structured conferences with parents on a regular basis and is also available for conferences as requested by parents. All Students must have at least one parent/guardian-teacher conference per school year. Parents have the opportunity to provide feedback to the report and their child's progress.

Qualitative Reporting Progress reported: The teacher uses a descriptive and narrative progress report, which is reviewed annually. This report indicates progress toward Oldham County Exit Standards. The teacher sends reports to parents/guardian each trimester to cite strengths and areas for growth. Narrative reports to parents are appropriately detailed. Early Literacy Profile, STAR Reading, Accelerated Reader, STAR Math and/or Accelerated Math reports also accompany the progress report to parents/guardian.

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<p>h. Professional Teamwork</p>	<p><u>With Classroom teachers:</u> Teachers communicate and plan with other teachers on a regular basis to meet the needs of groups of students as well as individual students. Teachers use a variety of instructional delivery systems such as team teaching, collaborative teaching, and/or peer coaching. There is evidence that the teacher plans and revises SBUS-UBD resource materials, and curriculum ideas with other teachers. Mondays-Thursdays are set aside for all teams of teachers to meet, both during planning time and after school. It is also expected that other meetings will take place as needed to continue professional teamwork discussions about children, curriculum, instruction, assessment and/or logistical classroom or school issues.</p> <p>Special areas teacher (e.g., physical education, music, art, library, exceptional child educators) should be included/informed in the regular education team meetings and visa versa.</p> <p><u>Planning time:</u> All teams of teachers have regularly scheduled time for planning individually as well as common planning time with their team teachers and may include special area teachers. This planning time occurs during the school day and after school.</p> <p><u>Level of collaboration:</u> There is building-wide collaboration on almost all phases of students' learning experiences.</p>
<p>i. Parent/Guardian Involvement</p>	<p><u>In classrooms:</u> Parents/guardian are involved frequently in their child's classroom in a variety of ways (e.g., tutors, clerical workers, guest speakers, chaperones, room representatives, etc.) Volunteer parents/guardians are required to complete a criminal records check and be approved by the principal of La Grange Elementary School. A volunteer training is offered several times a year, depending on need. Confidentiality training is a requirement for classroom volunteers.</p>

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In policy making: Parents/guardian will be provided the opportunity for input in policy-making decisions at the school level through participation in surveys (i.e. Effective School Survey), SBDM Committees, SBDM Councils, and the PTA.

In student evaluations: Parents/guardian take responsibility for and are involved in monitoring their child's growth and progress. The teacher and parent work together to evaluate student progress.

In supporting learning: Parents are helped to support their child's learning at home. This support comes from the communication and interaction between the parents and the teacher and from newsletters and workshops for parents through the team, the school, the PTA and the Family Resource Connection (FRC) Office.

Communication: Frequent two-way communication occurs between teachers and parents. Communication occurs in the form of THT (Take-home Tuesday), notes, letters, newsletters, individual student progress reports, conferences, phone calls, e-mail, and home visits. Parents/guardian are encouraged to communicate with the school regarding changes in the child's life that could impact that child's well-being or learning at school.

Kentucky Institute for Educational Research. (1994). *Primary Program Improvement Plan*. Kentucky Department of Education. Frankfort, KY: Author.

Zemelman, S., Daniels, H. and Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools*. 2nd Edition. Portsmouth, NH

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Homework Policy

4004

TOPICS	STATEMENTS
<p><u>a.</u> a. Time Spent on Homework</p>	<p><u>Content-Area Homework Expectations</u></p> <p>K – 15 minutes 1 – 20 minutes 2 – 25 minutes 3 – 30 minutes 4 – 30 minutes 5 – 30-60 minutes</p> <p>➤ All students of La Grange Elementary school will spend an average of 15-30 minutes reading nightly. Students, K-5, will be responsible for keeping a reading log, or recording reading records in their planner. Parents will sign/initial it. Teachers will be responsible for checking it as part of the homework assignment.</p> <p>➤ In addition to nightly reading, all students of La Grange Elementary School will spend an additional 15-30 minutes on content-area homework.</p> <p>➤ All assignments will be collected on day due as determined by the grade level teams. Families will be notified of each grade level homework expectation at the beginning of the school year.</p> <p>➤ Parents should contact their child’s homeroom teacher if there are “special” circumstances to consider. Assignments could be flexible to allow time for the number of extra-curricular/family activities throughout the school year.</p> <ul style="list-style-type: none"> • Consequences of missed homework assignments will be up to each individual teacher based on the particular child’s needs. Children WILL NOT be punished for parents not signing the homework sheet or assignment book. In this case, the teachers will contact the parents. • Homework should be an extension of the activities in school. They should be a review and/or an assignment that the student is able to do independently. <p>Suggestions for homework include:</p> <ul style="list-style-type: none"> ❖ Skill practice (math worksheets, math facts, other skills) ❖ Open-response question ❖ Extended responses ❖ Writing (stories, experiences, journals) ❖ Thinking tasks ❖ Incomplete assignments. ❖ Share your day with your parents in some way <p>The homework policy shall be sent home in the fall of the year, within the first two weeks of school.</p>
<p><u>b.</u> Time Spent on Reading</p>	
<p><u>c.</u> Assignments</p>	
<p><u>d.</u> Parental Signature <u>Responsibility</u></p>	
<p><u>e.</u> Consequences</p>	
<p><u>f.</u> Homework Activities</p>	

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e.g. Parent
Orientation
Meeting

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Technology Equipment Reimbursement Policy

4005

TOPICS	STATEMENTS
a. Proper Use and Care	In reference to proper use and care of school technology equipment, La Grange Elementary School deems it necessary to further define the school's expectations.
b. Consequences	As the Oldham County Acceptable Use Policy (AUP) states, <i>“Access is a privilege, not a right. Students are responsible for appropriate behavior.”</i> According to the Student Code of Conduct, Vandalism, L-140, consequences can be <i>“In-School Discipline Measures, Parent/Guardian Conferences, Short-Term Suspension, Long-Term Suspension, and Referral for Alternative Program.”</i>
c. Reimbursement	In addition to the stated expectations of the Oldham County district's AUP La Grange Elementary School reserves the right to request reimbursement for intentional damage to technology equipment with proper proof and justification. The school is also required to report these violations to the police if damages are over \$300.
d. Failure to Comply	Failure to comply with all components of the district's AUP may result in disciplinary action up to and including, termination of use of equipment and/or the student will be held accountable for repair or replacement cost for damaged equipment, as documented by the district's information technology vendor liaison and warranty personnel.
e. Permission	By granting permission for the student to use district technology equipment, parent/guardian hereby agrees to La Grange Elementary School's Technology Equipment Reimbursement Policy . See Policy Form in Appendix

La Grange School Council Policies

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TOPICS	STATEMENTS
<p>a. Request for Review</p> <p>b. Review Committee</p>	<p>The following steps apply if any parent or student expressing<u>expresses</u> a concern about any instructional material/instructional practice being used in school.</p> <p>The review of instructional material (including textbooks, supplemental materials, computer software, websites and library books) or instructional practices on the basis of citizen concerns will be conducted in response to a properly filed request. Letters of concern shall be addressed to the La Grange SBDM Council. The letter shall include a statement of reason for the objection and a statement of desired action regarding the material or instructional practice.</p> <p>The Principal may temporarily withdraw the instructional material/ instructional practice pending a decision of the Council. Students may be assigned other materials in lieu of those in question. The Principal shall establish a Review Committee, composed of the Principal, Library Media Specialist, two (2) staff members whose subject area is affected, and two (2) parents.</p> <p>The following steps shall be taken by the Review Committee:</p> <p>A. Read letter of concern and examine the instructional materials/ instructional practice in question.</p> <p>B. Conduct a check on the acceptance/use of these instructional materials/instructional practices in professional and reviewing media and of the teacher/school rationale for the selection of the instructional material/instructional practice.</p> <p>C. Make a judgment concerning the instructional materials/instructional practices as a whole, and not on parts take<u>taken</u> out of context.</p> <p>D. File a written decision with the Principal and send a copy to each member of the School Council.</p> <p>E. Council will review the actions of the committee with final recommendation. The Principal shall then inform the complainant in writing of the council's decision within ten (10) school days.</p>

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TOPICS	STATEMENTS
c) Appeals	<p>Within ten (10) school days after the complainant has been informed of the committee's decision, the complainant may appeal the decision, in writing, to the School Council.</p> <p>Upon receipt of the appeal, the School Council will review the challenged material/instructional practice, the challenge request form, and the decision of the Review Committee and any pertinent information relating to the material at the next regularly scheduled meeting. The School Council may arrive at its decision at this meeting or delay the decision, to collect additional information, until the following meeting. The School Council shall notify the complainant of its decision at a date no later than five (5) days following the second meeting.</p>
d) Appeal to the Board	<p>The decision of the School Council may be appealed to the Superintendent and the Board of Education by the process established by OCBE Policy 4080.01 (Challenged Materials). In the event of an appeal the Council will forward all the information related to the challenge to the Superintendent and the Board of Education.</p>

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Instructional Practices Policy: Wellness

4007

a. Wellness	<p>LaGrange Elementary School shall promote healthy choices determined by nutritional standards required by the federal and state laws and regulations. All students shall participate in moderate to vigorous physical activity each day. This policy shall be consistent with the applicable indicators from the Oldham County Exit Standards and Demonstrators and the LaGrange Elementary School curriculum alignment.</p>
b. Healthy Choices	<p>The school shall implement the same nutritional guidelines that apply to the school food program and to other food and beverages available during the school day. Students are encouraged to bring a healthy snack each day. Any food served at school holiday parties or birthdays will be purchased through the school cafeteria or PTA. Implementation of instruction from practical living exit standards and demonstrators shall include health, consumerism, and physical education. The rest of the curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects within the classroom. Evidence of physical movement must be written within daily lesson plans.</p>
c. Physical Fitness	<p>All students shall engage up to 30 minutes of planned moderate to vigorous physical activity, preferably outdoors, each day. Teachers shall direct and actively supervise the planned physical activity both inside and outside the classroom. The school shall provide space and equipment to make that activity possible. Students shall not be deprived of D.A.S.H. (Doing Active Sports for Health) Time or other physical activity as a consequence for behavior or academic performance. However, a student may be assigned a specific physical activity to do as a consequence (such as walking laps for a portion of D.A.S.H Time). Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.</p>
d. Physical Education	<p>In addition to the daily planned physical activity, each student shall participate in physical education class on a regular basis, consistent with the school instructional schedule. Participation in the physical education class does not exempt students from the daily-required planned physical activity.</p>
e. Assessment	<p>The school shall assess students' level of physical activity at least once a year. The council shall select an assessment tool by the start of each school year to be administered during physical education class. The principal shall monitor progress on the annual physical fitness assessments as administered by the physical education teacher with assistance from the regular education teacher and instructional assistant.</p>

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- Intervention Central at <http://www.interventioncentral.org>
 - Oregon Reading First Center at <http://oregonreadingfirst.uoregon.edu>
 - Vaughn Gross Center for Reading and Language Arts <http://www.texasreading.org/utcrla>
 - What Works Clearinghouse at <http://ies.ed.gov/ncee/wwc>
3. After assessment, intervention in small group, and documentation, and concern continues, present assessment/evaluation information, implemented interventions, and data to team. As a team determine if interventions:
 - a. are appropriate
 - OR-
 - b. interventions should be changed
 4. Document discussion as a part of SMART/Team minutes.
 5. After discussion with the team, implement interventions with fidelity for 30 minutes, 3-4 times/week for a minimum of nine weeks.
 6. Record data at least twice weekly. **(Form 4)**
 7. Graph data to determine trend line.
 - a. Upward trend line: continue intervention (even if not on grade level; upward trend line shows intervention is working)
 - b. Less than 25% growth – meet with team - change intervention?
 - c. Flat trend line: meet with team - change intervention
 - d. Downward trend line: meet with team - change intervention
 8. Review graph data after two weeks (four data points) with the team.
 9. Meet with team to present data and determine next steps.
 - a. Progress made – continue/revise intervention
 - b. Some progress made – revise intervention
 - c. No progress made – revise intervention
 10. Continue steps 5-9 above.
 11. Meet with team to present data and determine next steps.
 - a. Progress made – continue/revise intervention
 - b. Some progress made OR No progress made
 1. Consult with Speech Language Pathologist, and
 2. School Psychologist

c. Phase Three

1. Together with Speech Language Pathologist and School Psychologist determine next steps
 - a. Continue steps 5-9 above, OR
 - b. Meet with principal.
2. If meeting with principal determines possible referral then an e-mail is sent to
 - a. Speech Language Pathologist,
 - b. School Psychologist, and
 - c. Student Support Services Secretary for Red and Blue Folders to begin Phase III.
3. After obtaining Red Folder, secure documentation, **(Form 5)**
4. Meet with Intervention/Enrichment team to move to referral or to revise Action Plan.
 - a. If referral is being made – follow policies and procedures of ECE Department

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| | <ul style="list-style-type: none">b. If continuing interventions, then revise Action Plan and monitor student progress for 6-12 weeks increasing frequency and intensity.5. If continuing interventions and revising Action Plan then proceed with above phases as needed. |
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Selecting a Principal When There is a Vacancy

5001

TOPICS	STATEMENTS
a. Criteria	Once the vacancy has been verified by the superintendent, the council shall develop a set of criteria for selection of a principal and communicate in writing the criteria to the superintendent. The council shall get input from teachers, staff, and parents into development of the criteria.
b. Plan	The Council shall appoint a chairperson to the selection committee. The council shall develop a written plan for selecting a principal and shall disseminate the plan to teachers and leaders of the Parent Teacher Association or Organization. The plan shall include selection criteria and a time line.
c. Interview	The council shall be responsible for interviewing each candidate submitted by the superintendent and for reviewing all written information on each candidate provided by the superintendent.
d. Selection	The council shall select a principal from a slate of candidates provided by the superintendent. The council reserves the right to request additional candidates from the superintendent;
e. Reporting	The council shall report its choice of principal to the superintendent, staff, and president of the school Parent Teacher Association or Organization.

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Assisting Principal in Selection of School Personnel

5002

TOPICS	STATEMENTS
a. Vacancy	The principal shall inform the Superintendent of any resignation of school employee assigned to his/her school. The Superintendent shall be the one to declare the position as vacant.
b. Criteria Committee	Once a position has been identified as vacant, either by resignation or a new position, the principal shall develop a set of selection criteria based on Teacher Standards and input from the team where the vacancy exists. This same procedure shall apply to non-teaching staff such as counselor, assistant principal, media specialist, and to all classified employees. The ad hoc committee shall consist of the principal and at least three <u>two</u> (23) staff members to be determined by the principal. The ad hoc committee will make recommendations to the principal.
c. Interview	It is acknowledged that the superintendent will provide a slate of candidates for each position. Each candidate, meeting the criteria shall be interviewed by the principal and others directly involved in working with this position. <u>Group interviews as initial screening interviews shall be conducted initially in group interview format, consisting of 3-5 candidates and the committee. Second interviews may be conducted by the team with the vacancy. A candidate recommendation shall be presented to the principal from the team.</u>
d. Selection <u>d.</u>	The principal shall be responsible for making the final choice for filling all vacancies both certified and classified. The principal will consult with the council, during closed session, reviewing the interview process, timelines, applications, candidates interviewed prior to making final selection. <u>Consultation shall initially take place with the council through e-mail. Once the recommendation is made from the team, the principal shall send the recommendation to the Oldham County BOE and the SBDM Council. Council members shall respond to the e-mail with a 'yes'/'no' or 'agree'/'disagree' statement. Final consultation shall take place at an SBDM meeting.</u>
e. Reporting	The principal shall report his/her choice of an employee to the Superintendent in writing.

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TOPICS	STATEMENT
<p>a. Purpose</p>	<p>Our desire is to rid our school of the negativity and destruction of will that erodes us of our self-esteem. Through setting behavioral expectations, teaching and modeling, monitoring, providing feedback, praising and rewarding, we will attain our desired results. We have researched many school discipline policies to conclude that behavior limitations offer a sense of security for all involved. Inappropriate behavior will not be tolerated and specific measures are well defined in this plan of action. This policy is to be placed in the La Grange Elementary Handbook that goes home with every student.</p> <p>We believe that through a school-wide plan, CHAMPs, students will have a better understanding of the desired behavior expectations. Even though many positive characteristics are expected to come naturally, we have chosen a plan that concentrates on setting expectations, modeling, practicing and giving feedback to students about specific behavior, therefore reinforcing the "good" behavior.</p>
<p>b. Goals</p>	<p>The goal of La Grange Elementary School's discipline policy is to clearly define the positive characteristics that we value and desire our students to develop. The philosophy behind this plan is to set behavioral expectations, teach and model the expectations, monitor the students, provide feedback, praise and reward while "catching the students being good."</p>

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<p>c. Teacher Expectations</p>	<p>La Grange Elementary School strives to develop:</p> <ul style="list-style-type: none">• Positive self-image for each individual.• Respect for adults, peers and property.• Spirit of cooperation between home and school.• Comfortable, safe and creative environment for learning. <p>The dedicated La Grange Elementary faculty and staff will foster a positive environment in which every child can achieve personal and academic growth. If we expect our students to be positive, supportive, accepting and respectful of others, it is essential that we model this behavior for them.</p> <p>Teachers will:</p> <ul style="list-style-type: none">• be trained to successfully implement the CHAMPs program,• establish and implement CHAMPs expectations and guidelines in their classroom,• set behavioral expectations, teach and model the expectations, monitor the students, provide feedback, praise and reward while “catching the students being good”,• refer to the CHAMPs manual, counselor, OVEC or administrative resources when support is needed.
<p>d. Student Expectation</p>	<p>The students will be taught the “Guidelines for Success” and classroom expectations that incorporate the following:</p> <ol style="list-style-type: none">1) keeping body to one's self2) working together (cooperatively)3) developing a helpful and supportive attitude4) following instructions5) developing kindness and a peaceful attitude towards others6) showing respect for themselves and others7) learning to use quiet voices8) telling the truth9) developing good work and study habits

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e. Guiding Principles	<p>The students will implement “Guidelines for Success” School-wide.</p> <p><u>Guidelines for Success:</u></p> <p>Students will strive to “earn their Leopard SPOTS”. (See detail in KIDS Committee materials).</p> <p>“Guidelines for Success” will be introduced to the students through an assembly program.</p> <p>Share a caring attitude.</p> <p>Put forth your best effort.</p> <p>Own your own behavior.</p> <p>Treat others with civility.</p> <p>Show honesty with yourself and with others.</p> <p><u>General Guidelines:</u></p> <ol style="list-style-type: none">1. Be quiet and orderly on school property2. Be respectful of all people3. Be respectful of property4. Follow directions when given
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TOPICS	STATEMENTS
<p>Level 1 or 2 Infractions</p>	<p><u>MINOR INFRACTIONS OF SCHOOL POLICY</u> – acts that do no severely violate another’s rights or show complete disregard for one’s self</p> <p>Minor infractions may include, but are not limited to:</p> <ul style="list-style-type: none"> • Gum chewing; unauthorized eating in class • Hallway misbehavior • Minor verbal, nonverbal or written disrespect of students or faculty/staff • Cafeteria misbehavior (not Major infractions) • Classroom/grade level rules violations (that do not include major infraction violations) • Disrupting class (failure to respond to correction) • Littering of school and/or school grounds; lunch boxes, jackets, etc. • Inappropriate behavior during assemblies or field trips • Inappropriate behavior during safety drills • Inappropriate restroom behavior • Petty theft (pencils, toys, lunch money, etc.) • Bullying (see Bullying Discipline #9003) • Other
<p>Level #1 Consequences</p>	<p><u>Classroom & Common area- based consequences</u></p> <p>*Refer to CHAMPs manual</p> <p>*See Oldham County Board of Education Code of Discipline 9068</p> <ul style="list-style-type: none"> • Provide positive practice (e.g., walk in the hall, go around a game) • Give a gentle verbal reprimand • Use proximity correction • Keep a record of the behavior (RRR or other chart) • Have a student fill out a behavior improvement form (RRR or other chart)\ see form • Contact parent/guardian; note or phone call • Use planned ignoring • Reduce points (for teachers with a point system) • Redirect child • Student gives verbal/written apology • Assign a time-out at the student’s desk (e.g., head down) • Assign time-out where infraction occurred (stand in one place for one minute) • Assign time-out in a set location (e.g., against the wall at Social Development, at a special table in the cafeteria) • Assign a time-out within the classroom • Assign an interclass time-out (with work and notify the office) • Prepare a written report to classroom teacher • Issue demerits (e.g. three demerits equals an after-school detention) • Order restitution (restore/repair damage done, e.g., wash desks, write apology) • Peer mediation • Send student to thinking chair, opportunity room/area or counselor

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<p>Level #2 Administrator Notification Form</p>	<p><u>Classroom & Common area- based consequences</u> *Refer to CHAMPS manual *See Oldham County Board of Education Code of Discipline 9068</p> <ul style="list-style-type: none"> • File an Administrator Notification Form or ANF (see Appendix of Teacher Handbook) An ANF form should be used by staff to inform the administrators as an FYI of reoccurring student issues or events that do not need administrative action unless otherwise noted. Additionally, this form is documentation of student behaviors.
<p>Level #3 Detention Form</p>	<p><u>CONSEQUENCES FOR Classroom & Common Area for all Level 3</u> *Refer to CHAMPS manual *See Oldham County Board of Education Code of Discipline 9068</p> <p>If repeated actions occur, and steps in Level 1 and 2 have been followed then Level 3 will be implemented. <u>In extreme cases Levels 1 and 2 may be skipped at the administration's discretion.</u></p> <p><u>Detention</u> Assign an after-school detention (see Detention Form) Detention will be held for those students who choose to violate school policy. A detention may be assigned in grades K-5. Detention will be held on the assigned day at the assigned time in the afternoon from 2:30 – 3:30. Students who choose to misbehave during detention will receive additional disciplinary consequences.</p>
<p>Level #4 Discipline Form</p>	<p><u>Major Infractions of School Policy</u> – Acts that severely violate another’s rights or show complete disregard for one’s self. Any violation of the Oldham County Board of Education Code of Discipline 9068 with the exception of the B10 code.</p> <p>Major Infractions may include, but are not limited to:</p> <ul style="list-style-type: none"> • Theft • Severe disrespect whether verbal, nonverbal or written toward any Student or faculty/staff member. • Physical Aggression/Fighting: Threatening to cause Physical Harm • Sexual Harassment; Sexual misconduct • Destruction/Vandalism of Property • Lying to a faculty/staff member (teacher discretion) • Forgery/falsifying any signature (teacher discretion) • Missing a class deliberately; cutting • Blatant refusal to do work • Continual or repeated classroom disruption • Smoking • Possession of a weapon • Bullying (See Bullying Disciplinary; Appendix) <p>In cases of theft or vandalism of property restitution will be requested or item will be replaced</p>

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<p>Level #4 Consequences</p>	<p><u>Disciplinary Referral Form:</u></p> <ol style="list-style-type: none"> 1. Illegal acts 2. Physically dangerous behavior 3. Overt and immediate refusals to follow a reasonable direction 4. Repeated offenses <p>Violation of BOE Policy 9058 for all “B” and “S” codes except some B10.</p> <ul style="list-style-type: none"> · The incident will be addressed by that teacher or staff member immediately following the incident. · The disciplinary form (see attached AR) will be completed by the teacher and sent to the office with the student. · The incident will then be addressed by the principal/assistant principal following the OCBOE Policy 9068. · Three copies of the form will be made; the original and a copy go home with student. · One copy to Office Manager (for bookkeeping purposes) · One copy to teacher or staff member · Original copy <u>must</u> be signed and returned to Office.
<p>Disciplinary Form/Procedures</p>	<p>Consequences:</p> <p>Failure to return the signed form will result in a phone call to a parent/guardian from the office and may result in further discipline action.</p> <p>-</p> <p>-</p> <p>KRS 158.150 – Suspension of Primary and Intermediate students shall be considered in accordance with Oldham County Board of Education policies.</p> <p><u>The principal/assistant principal is the only staff member with the authority to suspend a student.</u></p> <p>-</p> <p>-</p> <p>-</p>

LaGrange Bullying Policy

9003

TOPICS	STATEMENTS
a. Policy	The LaGrange Bullying Policy states that name-calling and bullying will not be tolerated. The consequences for bullying are listed on the LaGrange Bullying Disciplinary in the Appendix.

La Grange School Council Policies

Assignment of Students to Classes

9005

TOPICS	STATEMENTS
a. Responsibility	<p>It shall be the responsibility of the LaGrange SBDM Council to place all students, primary and intermediate, into the best learning environment according to their individual needs and abilities.</p> <p>Classes will be balanced according to grade level (in multi-age classrooms), gender, ability levels, socio-economic, and ethnicity.</p>
b . Looping	<p>If your child is in kindergarten<u>first</u> or third grade, it is the policy of the school to keep your child with the same homeroom teacher for his/her first<u>second</u> or fourth grade year unless the office is notified in writing. If the school institutes a change from this policy the school office will notify you in writing.</p>
c. Parent Input	<p>Believing that all children learn differently and have different needs, the La Grange Elementary SBDM Council encourages all parents to provide input regarding how their child learns and in what environment their child is most successful. This input will be used in determining the best placement for that child in the coming school year.</p> <p>In order to do this parents are encouraged to:</p> <ul style="list-style-type: none"> • Make an appointment with the principal, assistant principal, or counselor to discuss placement of your child. • Appointment must be made between the third Tuesday in May and prior to the second Friday in June. Conference must be held by the third Friday in June. • Complete the form letter and send it to the office prior to the scheduled meeting. The completed form should describe the best learning environment for your child, his/her learning style, their interests, special considerations, etc. The form shall remain free of teacher names. <i>Teacher preference or grouping with a particular other student or group of other students may not be considered an educational reason or best learning environment.</i> No meeting will be scheduled without the completion of the form.
d. Class Assignment	<p>Class assignment will be made available on Registration Day. Class assignments will be made available once legal documents are on file, and fees are paid.*</p> <p>*Waiver forms will be available for those students considered for free/reduced lunch.</p>

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e. Request for Removal

- The principal and assistant principal shall create the first draft of the primary and intermediate homerooms using the spring STAR Reading Report. Input from teachers and staff will be sought and recommendations for change will be considered.
- ECE teachers will assist in the assignment of students to classes for the next school year.
- Homeroom teachers and speech pathologists will decide who the collaborative teachers will be. Those teachers who are not speech collaborative will have speech resource students in their classrooms.
- All assignments will be finalized by July 31st.
- Student assignments will be available at Registration Days.
- After assignment has been made; that team and the principal together decide change.

** Requests to have a child removed from a class will not be accepted until 30 calendar days after the start of school following the procedures stated in this policy.

- In the event that a parent wishes to request that their child be removed from a specific teacher's class during the course of the school year, the parent shall be required to confer with that teacher prior to requesting the change.
- If necessary then submit in writing the reasons for the requested change and documentation of the conference.
- The Counselor will notify the teacher and will conduct a conference with the parent and the teacher to discuss the situation.
- If the problem cannot be resolved, the parent shall submit in writing, the educational reason for the request for change to the Counselor.
- The Principal may determine an alternative placement.

<p>Strategy 1</p>	<p>Written Goal: The playground will be a safe, orderly environment where students can engage in physical activity and develop appropriate social skills under adult supervision.</p>	
<p>Strategy 2</p>	<p>Organizational and/or Structural Factors to modify:</p> <ol style="list-style-type: none"> 1. Stop sign painted at end of sidewalk. 2. Continue the card cueing system: Red- Inside D.A.S.H., Yellow- Stay on Blacktop, Green- All clear- all play areas available.— Completed January 2005 3. Padding on basketball goal bolt. 4. 4-square by doors to be removed and repainted so that it is not in traffic flow 5. Paint white line at bottom of hill so that students will not run up during yellow days. 	
	<p>Guidelines For Success</p> <ol style="list-style-type: none"> 1. Share A Caring Attitude 2. Put Forth Your Best Effort 3. Own Your Own Behavior 4. Treat Others With Civility 5. Show Honesty In Yourself And Others 	<p>Expectations and Rules</p> <p>C- Outside voices, appropriate words and language. H- Find a teacher/Adult A- D.A.S.H (Doing Active Sports for Health) M- Walking, running, skipping, jumping, etc. Keep you hands and feet to yourself. P- Everyone playing and socializing together S- SPOTS- Remember them!</p>

La Grange School Council Policies

Strategy 4	<p>Teaching Responsibilities Staff Training Needs:</p> <ol style="list-style-type: none"> 1. Review documents and expectations. 2. Identify and locate assignment 3. Teachers: Teach new expectation in classroom and practice appropriate behaviors on playground. 4. Teach children class signal to line up. 	<p>Teaching Responsibilities Student Instructional Needs:</p> <ol style="list-style-type: none"> 1. See lesson plan.
Strategy 5	<p>Supervision Responsibilities</p> <ol style="list-style-type: none"> 1. Classroom teachers will be supervising ALL children that are on the playground/field/blacktop. 2. Classroom teachers will be strategically placed on playground/field/blacktop in order to supervise ALL children. 3. Classroom teachers will monitor to ensure that ALL students are engaged in ACTIVE movement. 	
Strategy 6	<p>Encouragement Procedures:</p> <ol style="list-style-type: none"> 1. Monitors give SPOT to CHAMP students and/or class. 2. There will be friendly interaction from staff. 	
Strategy 7	<p>Correction Consequences:</p> <ol style="list-style-type: none"> 1. Individual students who disrupt the safe, orderly environment will be required to walk laps or jog in place. 2. Other consequences may be applied by any staff member on an as needed basis. 	
Evaluation Procedures	<ol style="list-style-type: none"> 1. ON-GOING 	

<p>Strategy 1</p>	<p>Written Goal: The cafeteria will be a safe, quiet, and orderly environment where students and staff can eat using good manners.</p>	
<p>Strategy 2</p>	<p>Organizational and/or Structural Factors to modify:</p> <ol style="list-style-type: none"> 1. A cups system will be created to monitor conversation levels. 2. Cafeteria monitors will come to a table one time to open items (i.e. straws, ketchup, milk). 3. Monitors are expected to supervise students and reward positive behaviors before correcting misbehaviors. 4. Each table has a well-stocked basket containing necessary supplies for lunch. 5. Students may only stop at condiment table when leaving lunch line before sitting at table. New condiment table will be placed near stage. 6. Two members of the “Tidy Up Team” will wipe down tops of tables. 	
<p>Strategy 3</p>	<p>Guidelines For Success</p> <ol style="list-style-type: none"> 1. Share A Caring Attitude 2. Put Forth Your Best Effort 3. Own Your Own Behavior 4. Treat Others With Civility 5. Show Honesty In Yourself And Others 	<p>Expectations and Rules</p> <ol style="list-style-type: none"> 1. Use indoor voices to talk with the people at your table. 2. Raise your hand if you need help. 3. When finished eating, wait quietly until dismissed. 4. Leave your assigned area neat and orderly.

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Strategy 4	<p>Teaching Responsibilities Staff Training Needs:</p> <ol style="list-style-type: none"> 5. Review documents and expectations. 6. Teachers: Teach new expectation in classroom. 7. Teach cups system. 8. Teachers may want to eat with students at least one time a month. 9. Monitors: Review restroom documents and utilize restroom passes. 	<p>Teaching Responsibilities Student Instructional Needs:</p> <ol style="list-style-type: none"> 1. See lesson plan.
Strategy 5	<p>Supervision Responsibilities</p> <ol style="list-style-type: none"> 4. Each monitor is assigned to half the cafeteria. Assignment rotates weekly. 5. Monitors are expected to move throughout area frequently. 6. Monitors will encourage and recognize appropriate CHAMPs behavior and pre-correct or correct misbehavior. 7. Monitors will allow students to use restroom only with restroom passes as per CHAMPs guidelines. 8. Classroom teachers will dismiss one table at a time to clean up, take trays to window, and line up. 9. Classroom teachers are expected to supervise tray drop-off window and students lining up. 10. Classroom teachers are asked to provide a restroom break before lunch. 11. All staff are expected to monitor and provide feedback to students. 	
Strategy 6	<p>Encouragement Procedures:</p> <ol style="list-style-type: none"> 3. Monitors give sticker spots to CHAMP students and/or class. 4. Each class will have a poster displayed in the cafeteria. 5. If the entire class receives 15 spots, then class will eat outside or other reward decided by teacher/cafeateria. 	
Strategy 7	<p>Correction Consequences:</p> <ol style="list-style-type: none"> 3. At each individual table green, red and yellow cups will be placed as visual cues to help students monitor conversation level. 4. Individual students who disrupt the safe, orderly environment will be required to sit at a solitary table for at least one lunch period. 5. Other consequences may be applied by any staff member on an as needed basis. 	

APPENDIX

La Grange School Council Policies

La Grange Elementary School

Technology Equipment Reimbursement Policy

In reference to proper use and care of school technology equipment, La Grange Elementary School deems it necessary to further define the school's expectations.

As the Oldham County Acceptable Use Policy (AUP) states, *“Access is a privilege, not a right. Students are responsible for appropriate behavior.”* According to the Student Code of Conduct, Vandalism, L-140, consequences can be *“In-School Discipline Measures, Parent/Guardian Conferences, Short-Term Suspension, Long-Term Suspension, and Referral for Alternative Program.”*

In addition to the stated expectations of the Oldham County district's AUP La Grange Elementary School reserves the right to request reimbursement for intentional damage to technology equipment with proper proof and justification. The school is also required to report these violations to the police if damages are over \$300.

Failure to comply with all components of the district's AUP may result in disciplinary action up to and including, termination of use of equipment and/or the student will be held accountable for repair or replacement cost for damaged equipment, as documented by the district's information technology vendor liaison and warranty personnel.

By granting permission for the student to use district technology equipment, parent/guardian hereby agrees to La Grange Elementary School's Technology **Equipment** Reimbursement Policy.

Parent/Guardian Signature:	Date:
Print Name:	

Student Signature:	Date:
Print Name:	

La Grange School Council Policies
LAGRANGE BULLYING DISCIPLINARY 9003

Student Name: _____

Date: _____

Today I bullied someone by:

The LaGrange Bullying Policy states that name-calling and bullying will not be tolerated. The consequences for bullying are listed below. *Your child's offense is circled.*

First Offense: Bullying Disciplinary sent home for parents to sign and return. The bully will give three positive statements to the victim.

Second Offense: The Bully will write a letter of apology to the victim. The Bullying Disciplinary will be sent home, signed and returned.

Third Offense: A Board Policy Disciplinary Form will be given to the student. The Principal and/or Assistant Principal will contact parent.

Fourth Offense: A Board Policy Disciplinary Form will be given to the student. The Bully will be placed in lunch isolation.

Fifth Offense: A Board Policy Disciplinary Form will be given to the student. The Bully will serve after-school detention.

Parent Signature

Date Signed by Parent

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La Grange Elementary Student Dress Code

The following student dress code was developed by the student council, and addressed with all staff and third, fourth, and fifth grade students for revisions. Guidelines and suggestions were given by the student council and adopted by the LaGrange SBDM Council (2002).

Dear _____,
Your son/daughter _____ was in violation of the following highlighted item on the dress code. We trust that this notice will correct the situation.

Thank you,
John T. Finch, PhD, Principal

- No head coverings except for religious or medical reasons. If an exemption is desired the parent/guardian should put the request in writing to the principal stating the reason for the request.
 - No flip flops, cleats, or skate shoes. For safety reasons, all shoes must have backs or back straps.
 - No spaghetti straps.
 - No midriff tops/shirts - navels must be covered.
 - Shorts must be long shorts, or Bermudas, but no shorter than the second knuckle on index finger when arms are relaxed at sides.
 - Skirts no shorter than fingertips when arms are relaxed at sides.
 - Underwear must be covered by clothing; pants must stay on hips and not drag floor.
 - Clothing can contain no violent slogans, foul language or inappropriate drug or alcohol messages.
 - No heavy metal chains or dog collars around necks, arms or waists.
 - Back Packs - No dangling items.
-

La Grange School Council Policies

La Grange Elementary School Lesson Plan for Playground Expectations Created November 2005/ Revised February 2006

Introduction

Objective(s) for learning: The playground will be a safe environment where students and staff can actively move using good choices.

Tell Phase & Show Phase

Critical behaviors, behavioral expectations and/ or steps

Outside Voices, appropriate words and language

H- Find a teacher/adult

A- D.A.S.H (Doing Active Sports for Health)

M- Walking, Running, skipping, jumping, etc,
Keep hands and feet to yourself.

P- Everyone playing and socializing together

S- SPOTS- Remember Them!!

If you see inappropriate behavior, positively remind peers of appropriate behavior.

If you need assistance, find a teacher or other adult.

Let students know that teachers are also expected to follow the critical behaviors for the playground. Tell them that they will be shown how the behaviors are supposed to look. They will be going to the playground to practice the critical behaviors themselves.

Do Phase

Students need to be taken to the playground to practice these behaviors.

Remind the students that champs behavior is expected. Refer to the C-H-A-M-P model in the Tell Phase. Go over each of these critical behaviors.

Provide rationale- tell the students that the area will be a safe and clean place where all people are treated with respect and students are expected to be moving at all times.

Critical Steps- have students model the steps in letter A of C-H-A-M-P; all staff will be responsible for modeling these behaviors.

Scenarios for Students to practice

*Have students practice playing appropriately on the playground.

*Have students practice transitioning appropriately to the playground.

Transitioning to the Playground

* **Check the color on the Café La Grange Door:**

***Red- stay inside**

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- * **Yellow- stay on blacktop**
- * **Green- All Areas open**
- * **Walk out of Cafeteria and on sidewalk.**
- * **STOP at the end of the sidewalk.**
- * **Wait for teacher**
- * **Hang coats and lunchboxes on fence inside playground area.**

- *Have students practice actively moving.
- * **Move safely around equipment and on the mulch**
- * **Use the equipment safely on playground**
 - **One person at a time on the slide**
 - **Climb up the stairs, slide feet first, get off when you get to the bottom.**

Field:

- **Play kickball**
- **Throw footballs**
- **Running**
- **Stay in front of baseball backdrop**
- **Stay on field, not in tress or weeds**
- **Stay away from cars**

Blacktop:

- **Play Basketball**
- **Play hopscotch/4 square**
- **Walk and Talk**
- **Yellow Gate is Off-Limits**
- **Windows and Bushes Off Limits!**

Transitioning From the Playground

Lining up;

- **Listen for teacher's signal to line-up**
- **Collect personal belongings**
- **Respond quickly by lining up**
- **Walk in line to the building staying on sidewalk in Champs manner (if entering the front door)**

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- e. Students will receive praise and feedback from all staff. They will be given feedback in the form of verbal praise and through earning spots for their classroom leopard.
- f. Remind students frequently that if they see someone following the playground behaviors well to tell their teacher.
- g. Brainstorm, as a class, how our playground rules could apply to playing with friends at home, and how they apply to our Guidelines for Success.
- h. Have students write in journals approximately two weeks after the start of the program. Have them write about the procedures, if they think they work or not, if they see a difference in the way students play on the playground.

Conclusion

Once the critical behaviors have been introduced, then as a class, summarize what they have just learned. Also review C-H-A-M-P with the students. This needs to be done at least once a week during the first month of the program.

La Grange School Council Policies

Introduction

Objective(s) for learning: The cafeteria will be a safe, quiet and orderly environment where students and staff can eat using good manners.

Tell Phase & Show Phase

Critical behaviors, behavioral expectations and/ or steps

Quiet, friendly voice-talk to classmates at your table

H- Raise your hand, the closest adult will come to help you

A- When entering the cafeteria walk quietly to the quiet zone sign and wait for directions from cafeteria staff. Pick up tray, move through line placing tray on ledge to choose items, stop at cash register to check in with cafeteria staff, give last name. Walk to one of the condiment tables (cafeteria will be divided in half; those tables nearest to the stage will go to the condiment table close to the stage; those near the entrance to the lunch line will go to the condiment table there), pick up all necessary items (spoons, straws, ketchup etc.) walk to table, sit and begin eating. When your teacher comes to pick you up, stand, pick up all trash on table and floor, push in chair and walk to lunch tray window. Place trash in garbage can, tray in window. Walk to blue line and stand quietly. Two members of the "Tidy Up Team" will wipe down top of tables.

M- Walk quietly through the line. Stop at the condiment table to get all needed items. Walk to the lunch table and sit quietly. Students are expected to stay seated at all times.

P- Use quiet conversation and manners. Stay seated while eating. Throw away trash, place trays in the window and walk to the blue line and wait for teacher direction.

If you see inappropriate behavior, positively remind students of appropriate behavior.

If you need assistance, raise your hand.

Let students know that teachers are also expected to follow the critical behaviors for the cafeteria. Tell them that they will be shown how the behaviors are supposed to look. They will be going to the cafeteria to practice the critical behaviors themselves.

Do Phase

Students need to be taken to the cafeteria to practice these behaviors.

a. Remind the students that champs behavior is expected. Refer to the C-H-A-M-P model in the Tell Phase. Go over each of these critical behaviors.

b. Provide rationale- tell the students that the area will be a safe and clean place where all people are treated with respect.

c. Critical Steps- have students model the steps in letter A of C-H-A-M-P; all staff will be responsible for modeling these behaviors.

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d. Scenarios for Students to practice

*Have students practice going through the lunch line quietly placing their trays on the ledge, stopping at the condiment table, and proceeding to their seats.

*Have students practice taking their trays to the window and lining up.

e. Students will receive praise and feedback from all staff. They will be given feedback in the form of verbal praise and through earning spots for their classroom leopard.

f. Remind students frequently that if they see someone following the cafeteria behaviors well to tell their teacher. They can also give the other student verbal or written praise.

g. Brainstorm, as a class, how our cafeteria behaviors could apply to public restaurants, and how they apply to our Guidelines for Success.

h. Have students write in journals approximately two weeks after the start of the program. Have them write about the procedures, if they think they work or not, if they see a difference in the way the cafeteria looks and sounds.

Conclusion

Once the critical behaviors have been introduced, then as a class, summarize what they have just learned. Also review C-H-A-M-P with the students. This needs to be done at least once a week during the first month of the program.