

General School Information

OUR MISSION

Betsy Layne Elementary School seeks to create a challenging learning environment that encourages high expectations for the success of all students through rigorous instruction that allows for individual differences and learning styles.

Our **school's staff** will strive to establish a positive school climate that promotes cooperation, family and community involvement, as well as professional learning that is open to new ideas, within a safe, orderly, and rigorous, instructional environment that fosters the development of good character, citizenship and academic excellence.

Student needs and the school's vision, as well as the overall mission of specific programs, including, but not limited to, the Arts & Humanities, Practical Living and Career Studies and Writing/Communication programs, will guide the decision-making of our SBDM council. When possible, decisions will be made based on applicable data.

OUR MOTTO

B-O-B-C-A-T-S

Being Our Best Counts At This School

OUR PLEDGE

I will be Respectful.

I will be Responsible.

I will be a Solution.

I will be an Achiever.

I will be Peaceful.

TELEPHONE DIRECTORY

Main Office.....478-9751
Family Resource Center478-5550
Cafeteria.....478-3810

SCHOOL DAY

8:00 AM -2:45 PM

(At 7:45, breakfast and homeroom activities occur)

SCHOOL-WIDE TITLE I PROGRAM

Betsy Layne Elementary School is operating as a school-wide Title I program school. A "Title I" school basically uses federal, state, and local resources to upgrade the ENTIRE educational program in the school in order to raise academic achievement for ALL students. Decisions about how resources (i.e., personnel, supplies, etc.) are used must be based on meeting the TEN (10) components of a school-wide program.

For more information on the Federal School-wide Title I program visit the website below:

www.ed.gov/legislation/ESEA/Title_I/swpguid1.html

CLUBS & EXTRACURRICULAR ACTIVITIES



Academic Teams
Future Problem Solving
Basketball
Baseball
Cheerleading
Football
Volleyball
Training Leagues
Student Council
Band / Bobcat Idol
Christmas Through the Eyes of a Child
School Musical
STAR Student Program
4-H Club
RESPECT Club (7th Grade)
Science Olympiad (6th-8th Grades)
Student Technology Leadership Program (4th-8th)
Young Authors
PRIDE Club



EDUCATIONAL SUPPORT SERVICES

Educational Support Services are programs and resources designed to remove barriers that might otherwise hinder a student’s physical, social, emotional and educational development.

COUNSELING SERVICES

Janet Pack, Guidance Counselor

Student counseling services are available through our school’s Guidance Counselor, Mrs. Janet Pack. We also offer a school-based therapy agreement through Mountain Comprehensive Care. With parental permission through a formal intake process, students may participate in the MCC therapy-based program currently offered at BLES.

FAMILY RESOURCE CENTER

Brian Akers, Director

Hours 8:00AM - 3:00PM
Location..... Room 121

What is a Family Resource Center?

Family resource centers were created as part of the Kentucky Education Reform Act. The intent of the centers is to enhance students’ abilities to succeed in school by removing barriers through assisting children and families to meet basic needs. This is done by providing services at the in-school center and by linking families to support agencies and organizations within the community.

Who can use the Family Resource Centers?

All services provided by the BLE Family Resource Center are available to all families with children enrolled at Betsy Layne Elementary School.

What services does the Center provide?

Family Resource Center services may include:

- Integrated Services (e.g., home visits, group meetings, monitoring child development, etc.)

and elementary parents and preschool services for their children.

- Health services and/or referral to health services.
- GED classes for those interested.
- Family crisis and mental health services or referral to mental health services.
- Family and student safety services.

What are the Center’s goals and beliefs?

- A child’s success in school will promote lifelong health, security and happiness.
- The Family Resource Center should assist families to identify and address barriers to educational success within the home and community.
- The Family Resource Center should help families develop parenting skills so children can develop their full potential.
- The center should encourage and develop social and community support networks to aid families to be part of their community.

STAR Student Program

Another important program sponsored by the Family Resource and Youth Services Center is our STAR Student Program. Each month BLES teachers select two students from each grade level (a boy and girl), who best exemplifies the school’s motto and pledge. These selected students are then recognized during a parent assembly in the school’s library. During this morning event, parents and students are provided a continental breakfast and students are presented with a certificate of achievement. The FRYSC also ensures that each STAR Student’s photo is posted to our school’s website each month.



SUPPORT SERVICES

Continued from previous page

SCHOOL NURSE

Mrs. Ashley Parsons, School Nurse

(Board Policy # 09.22)

According to Board policy, student welfare and safety must receive priority consideration by the Board. Rules and regulations on health and safety promulgated by the Kentucky Board of Education under Kentucky statute shall be implemented in each school.

In keeping with applicable legal requirements, only licensed medical professionals or school employees, who have been appropriately trained and authorized to do so, shall provide health services to students.

BLES health care team consists of a licensed nurse, who will provide basic healthcare for BLE students while on campus. The nurse's station is located in the office complex, near the school's cafeteria. Examples of student services may include: vision and hearing screenings, scoliosis screenings, and distribution of medicines, classroom presentations, lice screenings, first aid and implementation of student health plans.

NUTRITION

LaSheri Akers, Cafeteria Manager

All BLE lunches are planned to provide one-third of the recommended dietary allowances for school-age children. Menus are planned to include a variety of choices. Currently, changes in food preparation have been implemented to reduce sodium, fat and sugar intake.

Betsy Layne Elementary also participates in the Community Lunch Option Program, which is a federal initiative and sponsored by the Floyd County Board of Education. Under this program, all students who attend BLES will be served FREE breakfast and lunch every day. Each year, the Floyd County food service focuses even more on healthier food choices, including whole wheat and

multi-grain bread items as well as fresh fruit and vegetables. Fresh fruit and vegetables will be served weekly as snacks to students in grades K-6.

Cafeteria Information

- Breakfast is served until 8:00 A.M.
- Students may NOT bring or have food delivered from outside restaurants.

CAREER EDUCATION PROGRAM

The mission and vision of our Career Education Program is to provide instructional experiences that assist students in exploring career options, prepare for high school, and ultimately be college and career ready.

To do this, BLES administration and instructional staff strive to create a challenging learning environment that encourages high expectations for the success of all students through rigorous instruction that allows for individual differences and learning styles.

Our middle school teachers and students are expected to be active participants in our Career Education and Individual Learning Plan (ILP) Process. In doing so, each 6th-8th-grade teacher is responsible for holding a conference with his or her Advisor-Advisee (A-A) or homeroom students during the fall and spring semesters of the school year. These conferences are to be documented using a conference log and/or on the ILP website.

COMPONENTS OF OUR CAREER EDUCATION PROGRAM

1. Advisor-Advisee Program
2. Advanced, High School Courses
3. Individual Learning Plan (ILP- 6th-8th)
4. WIN Learning (Web-based College & Career Readiness program)
5. Grade-Level Career Studies Courses
6. Special Programs & Field Trips
7. Operation Preparation Activities



SUPPORT SERVICES

Continued from previous page

DIGITAL CONVERSION & ON-LINE SUPPORT SERVICES

Sandy Akers, SSTIC

School & Student Technology Integration Coordinator (SSTIC)

The Floyd County Board of Education continues to implement its Digital Conversion Initiative. Through this initiative, all students in 5th-12th grades will be issued their own digital device (e.g., laptop or tablet) by the 2017-2018 school year. As part of this initiative, each school must appoint a School & Student Technology Integration Coordinator or SSTIC.

As part of the District's Digital Conversion, BLES now offers its students and staff members various on-line, instructional support program. Many of these programs can also be assessed from home through an Internet connection. Below are some of the web-based programs currently offered to BLES students and staff members as support to our overall instructional program:

- * MobyMax (www.mobymax.com)
- * Reading Eggs (K-2nd) (www.readingeggs.com)
- * IXL Math (2nd-8th) (www.IXL.com)
- * Study Island (6th-8th) (www.studyisland.com)
- * GoNoodle (all grades- www.gonoodle.com)
- * MathWay (www.mathway.com)
- * TenMarks Math (www.tenmarks.com)
- * Khan Academy (www.khanacademy.org)
- * Accelerated Reader (AR)
- * ICurio (Teacher website)
- * Blackboard (Teacher & Student website)



EARLY CHILDHOOD PROGRAMS

April Borowski, Head Start Teacher

Carlene Johnson, Head Start Teacher

Early childhood education is basic to the educational process. For this reason, the Floyd County School District maintains Head Start classes, which are administered by the Community Action Agency. One of the district's Head Start Programs is located on the BLE campus.

This program provides services for three and four year olds. The Preschool Program is designed to serve children who are four (4) years old by October 1, and may be at risk of educational failure when they enter school. Students must meet specific guidelines to be eligible for Head Start.

EXTENDED SCHOOL SERVICES TUTORING PROGRAM

Katrina Davis, Coordinator

BLES offers Extended School Tutoring Services or ESS through a "day-time waiver" approved by the Kentucky Department of Education. By using a daytime model, ESS tutoring is offered to students on an individual basis by qualified, experienced tutors during the regular school day.

As often as possible, retired teachers and/or student teachers as recruited as ESS tutors to help ensure quality educational services.

Kentucky System of Interventions A Response to Intervention Model

We strive to provide an intervention model aligned with the Kentucky System of Interventions (KSI) model. In this model, the school incorporates various screeners and assessments (e.g., STAR Reading and Math, Think-Link, etc.) to gauge all students' current level of understanding and skills in reading and math. The data collected from these assessments is then used to identify what Instructional Tier of Intervention (e.g., Tier 1, Tier 2 or Tier 3) is appropriate for each student.

A more detailed description of our RTI process is found on the next page.



BLES Response to Intervention Program (RtI)

Based on the Kentucky System of Interventions Model

*As part of the Kentucky System of Interventions Program at Betsy Layne Elementary School, teacher teams, referred to as Professional Learning Communities, serve as Referral Committees for students in need of the school's **Response to Intervention or RtI** Program. The program's goal is to identify, specific academic barriers of low achieving students, and develop a plan of intervention for that student.*

Teachers shall use data collected from common, school-wide assessments (e.g., STAR Reading & Math, K-PREP, ThinkLink, Stanford 10, etc.) as well as formal, classroom assessments to determine what instructional tier of intervention a student needs.

Although this program is not designed to address discipline issues or disruptive behaviors, disciplinary issues usually lessen in students as they become engaged in a more appropriate instructional model.

IMPLEMENTATION PROTOCOL

Step 1: IDENTIFICATION

Teacher-led, Professional Learning Communities (PLCs) serve as Intervention Teams that use benchmark data to identify students' needs and place them in appropriate, instructional tier levels in reading and/or math.

Step 2: COMMUNICATION

The **Intervention Team Lead** or PLC Facilitator will ensure that parents and/or guardians are informed of their student's placement and the intervention process. PLC teams should also meet with parents/guardians to discuss student placement and instructional interventions.

Step 3: PROGRESS MONITORING

After students are placed in specific tier reading and/or math groups, teachers are responsible for monitoring EACH student's progress through **identified GOALS** for specific **SKILLS/CONCEPTS**. Teachers will use **BENCHMARK Assessment Data** to regularly monitor student progress: **Student's Tier Status** based on all available data.

During tiered instruction, teachers use **Instructional Strategies** that are research-based and identified as Best Practices. Also instructional materials (such as textbooks, supplemental books, and/or classroom activities) are designed and/or altered to support students' skill levels in reading and math.

Step 4: INTERVENTION TEAM MEETINGS

PLC/Intervention Team Meetings should be regular and frequent. During these meetings, team members are to **document** student progress and analyze any current assessment data (formative or summative) for changes in student achievement patterns. **It is during these meetings that teachers must decide to change intervention strategies and/or to move a student to a different tier status group.**

Step 5: DOCUMENTATION

The PLC/Intervention Team must maintain all intervention documentation. At the heart of this documentation is the student's *response* to the intervention strategies. This may be documented through assessment results, teacher observations, and/or parent observations. This documentation may later serve as required Response to Intervention data if the student is referred to the school's Special Education Program.



School Safety Procedures & Transportation

SCHOOL SAFETY PROCEDURES

*The safety and wellbeing of the students and staff are top priorities at Betsy Layne Elementary School. It is our goal to maintain a learning environment in which students and staff members feel safe and respected. In order to do this, the school has developed and implemented daily procedures that must be followed and respected by all involved. **School doors remain locked during the school day for security reasons.***

VISITORS / PARENTS

(Board Policy #10.5)

For the safety and security of our students and staff and to provide a safe and secure learning environment, parents are welcome and encouraged to visit our school, under the following conditions:

1. ALL VISITORS must enter through designated doors identified by the school's administration.
2. Visitors shall immediately report to the Main Office.
3. Visitors shall sign in and state the purpose of their visit and receive a visitor's pass on approval from off staff. (VISITOR'S PASSES MUST BE VISIBLE BY SCHOOL STAFF)
4. Visits to classroom must be scheduled in advance with the teacher and/or Principal.
5. Students are not permitted to bring guests or visitors to school without permission.
6. Upon leaving the school, the visitor must return to the main office and sign out.

COMMON AREAS

For the safety of all, BLES students are expected to travel through all *common areas* in an orderly fashion. **Traveling on the right side of the hallway at all times is required.** Common areas are the areas on school grounds that students populate and travel through on a daily basis (*i.e.*, hallways, lunchrooms, gym, playground, entrances and exits, bathrooms, etc.) Running, pushing, yelling/talking loudly in the hallways is NOT permitted. By behaving in this way, students are

disrupting the educational process and jeopardizing the safety of others. If a student *chooses* to misbehave in the hallways, then he or she may be disciplined accordingly.

HALLWAY/TRAVELING RULES

- * SINGLE FILE...
- * SECOND TILE...
- * ZERO VOICE LEVEL...

MORNING ARRIVAL & FREE MEAL PROGRAM

Upon arriving at school each morning, students are to report directly to the cafeteria for breakfast and then to their designated holding areas (see below). As a participant in the Federal Community Option, "Free Meal Program," all students receive free breakfast and lunch this school year. Students will be dismissed from their designated holding areas to go to the lunchroom to quickly pick up their breakfast before they are picked up by their teachers and escorted to their classrooms.

DESIGNATED HOLDING AREAS—A.M.

Kindergarten – 2 nd Grades	CAFETERIA
3 rd – 8 th Grades	GYM

All students are expected to be in their designated arrival areas by 7:35 A.M. At approximately 7:40, students will be dismissed with adult supervision to their classrooms. Parents are not permitted to entry the building during morning arrival, unless authorized by personnel.

NOTE: Kindergarten & Head Start parents may walk with their child to their classroom door for the first three (3) days of school.

However, parents should remember that the longer they take to transition their child to school, the longer it will take the child to accept being left at school.

"Short goodbyes mean dry eyes."



SCHOOL SAFETY

Continued from previous page

EVENING DISMISSAL

Students walking home from school must have a permission slip on file in the main office. Students being picked up (not riding the bus) can be picked up **ONLY** by parents and those individuals listed on their sign-out permission forms. If a student needs to ride a different bus in the afternoon, **then he or she must have written permission submitted to the main office prior to the evening bus run.** The bus pass **MUST** include a telephone number for verification. **The office staff are NOT allowed to accept phone requests to change a child's riding arrangements.**

EXITING THE BUILDING

- **PARENT PICK UP**
Exit to parking area outside 7th-8th Grade Building
- **5TH – 8TH GRADERS THAT RIDE A BUS**
Exit through double doors by the main office.
- **K-4TH GRADERS THAT RIDE A BUS**
Exit through doors next to the library
- **ALL OTHER STUDENTS (K -8th) will wait with their teachers until dismissed to the cafeteria.**
- **KINDERGARTEN PARENTS will be allowed to pick up their students at their teacher's classroom door for the first three (3) days of school. All parents must complete an application to receive a Permit to enter the building.**

STUDENT SIGN-OUT

Absolutely **NO ONE**, but those people listed on a **student's Sign-Out Permission Form**, will be allowed to sign out a student. The custodial parent(s)/guardian(s) or designee must physically visit the main office to sign for the student's release from school or to change or add names to the Sign-out Permission Form. **According to the**

Floyd County Board "Check-In / Check-Out Process," individuals must show proof of identification in order to pick up the student. Administrators may release a student under extenuating circumstances.

STUDENT SEARCHES

(Board Policy #09.436)

School officials have the right to conduct a search of a student and his or her personal property (i.e., their belongings, locker, desk, etc.), if the official(s) have a **reasonable and articulate suspicion** (ability to verbalize reasoning) that the student may be in possession of something that violates schools rules or may endanger others.

DISPENSING MEDICATION

Except for prescription medication that is delivered to school by the parent(s) or guardian(s), medicines (including common Aspirin) **CANNOT** be kept at school for the purpose of administering to students. If a student has a prescription then the guidelines for dispensing medication outlined in the Floyd County Student Handbook must be followed.

FIRST AID

(Board Policy #09.224)

According to Board Policy, emergency first aid must be provided to all students in case of an accident or sudden illness until the services of a health care professional become available.

SCHOOL & PERSONAL PROPERTY

(Board Policy #09.421)

Students will be held responsible for damage to school property.

Any student, organization, or group of students participating in activities, which destroy, deface, damage or remove school property and/or personal property of others, are subject to disciplinary actions and liability for the cost of restoring the property. In addition, when they have reasonable belief that a violation has taken place, administrators must immediately report to law enforcement officials when such an act has occurred on school property or at a school

sponsored function that involves damage to school property.

Parents are liable for property damage caused by their minor children.

LOCK-DOWN (SBDM Policy #05.03)

In certain situations, the administration of BLES may implement a campus-wide “LOCK-DOWN” alert. In the event of an emergency or an apparent threat to student and staff safety, a lock-down will be initiated, at which time the faculty and staff will follow a specific, planned protocol to secure students in locked rooms until authorities arrive on campus. This is one part of the school’s **Comprehensive Crisis Plan**, which can be reviewed in the school’s main office.

TRANSPORTATION

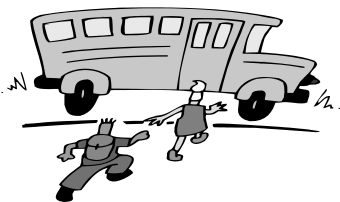
*Certain behaviors are expected of students in order to maintain an environment in which all students may travel safely to and from school. **The principal is authorized to withhold bus-riding privileges in the case of habitual or serious conduct violations.***

BUS ARRIVAL

Students arriving by bus should exit the bus in an orderly fashion and go directly to the cafeteria for breakfast and then report to their designated holding areas.

BUS LOADING & UNLOADING

Appropriate bus zones for loading and unloading students are established at BLE. Students are loaded and unloaded under the supervision of a teacher, certified or classified staff member, or aide.



BUS TRANSPORTATION

While in transit to and from school, students are under the supervision of the bus driver/bus aide. Any violations will be considered classroom violation and subject to appropriate classroom/school discipline procedures. Students should also be mindful that buses in the Floyd County School District are equipped with on-board video cameras, which may be reviewed by school personnel.

PARKING

There are a limited number of parking spaces available on campus after the staff is parked for the day. Please park in designated visitor parking or other available parking spaces when visiting the school. Our bus loading and unloading zones and bus travel route are located along the front of the school, so please be mindful of this at all times and exercise care when traveling this route.

PARENT DROP-OFF

Parents who prefer to drop off their child must do so in front of the gym. Student drop-off is no longer permitted at the rolling gate on the south end of the campus. Upon arriving at school, students should go directly to the cafeteria for breakfast and then report to their designated holding areas, where they will remain until escorted to their classrooms.

TARDY / LATE ARRIVAL

If a parent arrives after 8:00, then he or she must accompany the student to the main office to sign in. After three (3) unexcused tardies, students may be assigned either ASD or other disciplinary action, as decided by the administration.

NOTE: In an effort to reduce disruptions to the educational process, school personnel will escort all Kindergarten & Head Start students arriving late to their respective classrooms.



School Safety—Bullying Prevention Plan

INTRODUCTION

At BLES, we expect that all members of our school community to treat each other with civility and respect.

It is always the intent of Betsy Layne Elementary School to provide and maintain a learning environment that is free of bullying and other misconduct that disrupts the educational process or makes it unsafe.

Our Bullying Prevention and Intervention Plan, set forth below, is published in response to enacted Kentucky state laws against bullying and is an integral part of our efforts to promote learning and to prevent behavior that can impede the learning process. Our Plan spells out our school’s comprehensive approach to addressing bullying, cyber-bullying, and retaliation.

It is important that this Plan be well understood by all members of the Betsy Layne Elementary School community. Questions and concerns related to this plan may be referred to Betsy Layne Elementary School administration and staff members.

BULLYING DEFINED

Bullying refers to any *intentional* act by a student or groups of students directed against another student to ridicule, humiliate, or intimidate the other student while on school grounds, or at a school sponsored activity, which acts are **REPEATED** against the same student over time.

Cyber-bullying: Cyber-bullying is bullying through use of technology or electronic devices such as telephones, cell phones, computers, fax machines and/or the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings, whether on a webpage, in a blog, or otherwise.

Hostile Environment: A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to ALTER the conditions of a student’s education.

Retaliation: Retaliation is a form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

BULLYING / HAZING **(Board Policy # 09.422)**

The Floyd County Board of Education requires high standards of personal conduct from all students and embraces the concept that each student shall respect the rights of others and abide by the administrative procedures of the school district and the laws of the community and state.

Behaviors NOT Tolerated

The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, bullying, menacing, taunting, verbal or physical abuse of others, or other threatening behavior. *(These behaviors are subject to reporting to appropriate authorities as outlined by State law and Board policies...See NOTE below)*

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. Such behavior is disruptive of the educational process and interferes with the ability of other students to take advantage of the educational opportunities offered.

NOTE ON LEGISLATION

House Bill 91--KRS 158.148 & KRS 158.444

In an effort to reduce bullying and terroristic behavior in Kentucky’s public schools, the 2008



Betsy Layne Elementary Student Handbook

General Assembly amended several KRS laws to add new requirements for the code of conduct and acceptable behavior, discipline, and reporting of certain violations that include certain school-related student behaviors.

Bullying Prevention Plan *continued*

In short, the new laws require school administrators to report most forms of fighting, bullying, threatening, and forms of harassment to the Kentucky State Police, local authorities and/or the County Attorney’s Office.

GUIDELINES

Students who believe they have been a victim of an act of bullying or who have observed incidents involving other students that they believe to be an act of bullying shall report it. In each school building, the Principal/designee is the person responsible for receiving reports of bullying.

REPORTS

Any member of the faculty or staff of Betsy Layne Elementary School who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to an administrator. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of bullying, cyber-bullying, or retaliation.

There are also confidential “bullying boxes” mounted on the wall next to each student restroom areas. Students may place a note in these boxes to report bullying or suspected bullying to administrators. These boxes are checked regularly and notes are reviewed by school staff. However, if a student is dealing with a severe bullying situation, it should be reported to an administrator immediately.

Bully Prevention Instruction & Character Education:

Classroom Instruction: All homeroom and/or AA teachers at BLES MUST incorporate one (1) anti-bullying/cultural tolerance unit of study or lesson each grading period. These lessons and activities along with student work samples are to be maintained by each homeroom/AA teacher for possible administrative review.

Related Arts Rotation: During our school’s related-arts rotation, our students receive instruction that focuses on character education and ways to prevent and cope with bullying issues and topics, such as cyber-bullying, intimidation, peer pressure, etc.

Professional Development/Annual Trainings: Also, students and staff are trained/educated annually on Bullying and Harassment Policies of the Floyd County School System. After these trainings, teachers and students (2nd-8th) sign off to document that they have had these trainings and understand expectations of these policies.

Student Handbooks: All students and parents have access to a copy of these policies as part of the Floyd County Schools’ Handbook with specifically outlines behavior expectations and contact information for anyone who feels that they are a victim or knows of a victim of bullying.

Positive Behavior Intervention System: Our school has implemented a school-wide Positive Behavior Intervention System or PBIS. This is a committee-driven program that is trained by the Kentucky Center for Instructional Discipline. The PBIS system requires a school to identify its core behavior expectations, develop a positive intervention system that recognizes and positively reinforces expected behavior.

Our school currently has a PBIS Intervention Plan in place and a PBIS committee. The coach of this committee is currently our school’s assistant principal, Mrs. Melissa Turner. Below are some of

the activities/events that we have implemented as part of our school's PBIS system.

- * STAR Student of the Month Breakfast
- * Bobcat a' Paws Post Cards
- * Defined, Tiered-behavior Offenses
- * Super Bobcat Challenge
- * Positive Phone Calls Home
- * Fun-Fridays (7th-8th)
- * Advisor/Advisee Program
- * Daily BOBCAT Pledge & Motto recitation
- * Incentive Field Trips
- * Parent Meetings
- * And more.

On-line Safety Tip Line: Our school and District webpages also have a link that students or parents can access to report bullying throughout the County. This is an anonymous Safety Tip line and any reports are received at the central office level. Reports are then sent to the appropriate school's administrative staff to investigate.

Project Alert Curriculum: Our school also offers Project Alert curriculum to our 5th-8th grade students. The Project ALERT curriculum was created and tested by RAND, the nation's leading think tank on drug policy. Developed over a ten-year period, Project ALERT addresses the pro-drug mindset of today's teens and effectively increases their likelihood to remain drug-free. Although the focus of the Project Alert Curriculum is drug prevention, it addresses risky behaviors associated with peer pressure, which can lead to bullying and harassment.

Bully-Boxes: Our school is also equipped with bully-boxes near the student restrooms in each grade-level area of our building. This gives all students the ability to anonymously drop a physical note in these locked boxes for administrators to investigate. School personnel check these boxes on a regular basis.

Advisor-Advisee Program:
The purpose of the Advisor/Advisee (A-A) program is to build meaningful relationships with students. This is extremely important because

educational research shows time and time again that if teachers focus on the three R's—*Relevance, Relationships* and *Rigor*, then students succeed. In this program, teachers focus on building those relationships that help students cope with school and life situations, including bullying, academic progress, home life difficulties, etc. This time allows teachers to become more aware of their students' lives, which allow them to develop classroom activities and assignments more relevant to their students.

School Assemblies:

Each year, our Family Resource and Youth Services Center (FRYSC) sponsors two (2), annual, anti-bullying/bullying prevention assemblies for our entire student body. As a member of the school's PBIS committee, the FRYSC director works closely with administration and the PBIS members to schedule assemblies that interest students and yet send a clear Anti-Bullying message.

Conclusion

This plan is intended to:

- (1) Prevent bullying and cyber-bullying among our students;
- (2) Encourage students and their parents to have confidence in our school's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy, and;
- (3) Implement appropriate discipline and other corrective measures when warranted.





Curriculum and Parent Involvement

INSTRUCTIONAL PRACTICES

(SBDM Policy #00.11.1)

BLE’s faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure school’s curriculum is fully implemented and aligned with the Kentucky Program of Studies, Core Content for Assessment, National Standards and the Floyd County Schools Curriculum Guide.

Instructional practices to be employed by the faculty should reflect best practices and should include:

1. Critical Thinking Skills
2. Scientific Processing Skills
3. Open Response Writing
4. On-Demand Writing
5. Problem-solving Activities
6. Hands-on Activities
7. Research Activities
8. Technology Integration
9. Core Content for Assessment
10. Cooperative Learning
11. Summarizing and Note-taking
12. Questioning and Cueing
13. Advanced Graphic Organizers
14. Homework and Practice

GRADING SCALE FOR PRIMARY

The BLE uses the Floyd County Schools progress reporting system for the Primary grades. Please see office for a copy.

GRADING SCALE FOR GRADES 4th-8th

The school follows the student progress method set by the Floyd County Board of Education for grades 4th-8th.

Grading reports shall be issued every nine (9) weeks. A mid-term progress report is sent home each grading period as well.

A	95-100	A-	90-94
B+	87-89	B	83-86
B-	80-82	C+	77-79
C	73-76	C-	70-72
D+	67-69	D	63-66
D-	60-62	F	0-59
I	Incomplete		

HOMEWORK POLICY (SBDM Policy #01.11.1)

It is the policy of Betsy Layne Elementary that teachers will assign homework as appropriate on a regular basis to all students capable of completing assignments and that homework will never be used as a punishment or reward.

The appropriate ranges of HOURS PER WEEK of homework to be assigned are as follows:

Primary	1 Hour Weekly
4 th -6 th	2 Hours Weekly
7 th – 8 th	3 Hours Weekly

Homework assignments are for classroom curricular areas and are assigned to support and reinforce student learning as appropriate for the ability of the individual student.

PARENT INVOLVEMENT POLICY

MISSION

It is the mission of Betsy Layne Elementary School to promote parent involvement in all facets of the child’s total education.

The parent is the child’s first and most important teacher. It is imperative that parents remain involved in the continued education of students. It’s extremely important that parents/guardians build a strong relationship with the school and their child’s teachers. The research is clear that students are more successful when their parents/guardians team with their child’s teachers to monitor progress.



Betsy Layne Elementary Student Handbook

PARENT INVOLVEMENT

Continued from previous page

Betsy Layne Elementary School faculty, staff, and parent involvement committee are committed to building a strong parent-school partnership.

- **ALL parent volunteers are required to complete a criminal background check and confidentiality training.**

METHODS

Near the beginning of the school year, Betsy Layne Elementary School shall convene a meeting at a time convenient for parents and/or families. All parent/families of students attending BLES shall be invited to attend. At this meeting parents shall be informed of:

- The school's participation in a Title I School-wide Program
- The purposes of Title I
- The parents' right to be involved

In addition, parents may be informed of the variety of allowable costs and activities. National goals, content standards and performance goals may be introduced at this time. Information and explanations of the school's curriculum, assessment, and proficiency levels may be part of the annual meeting.

A flexible number of meetings shall be offered during the school year, depending on the wishes of the parents. The meetings shall be scheduled at different times of the day; both morning and afternoons, to better accommodate families' schedules. Information on a variety of topics shall be offered. The understanding is that if parents are interested or want more information on a topic(s), it will be provided.

The BLE volunteer program will be continued. Parental involvement and support are the ingredients of a successful program. Some proposed activities to involve parents are as follows:

- Learning Centers—Parents may work with individual or group activities within the centers to create educational games; help with reading, writing or computer skills or develop projects.
- Field Trips—Parents may attend educational field trips to help supervise students.

OPEN HOUSES

BLES will host an Open House near the beginning of each semester. The purpose of these meetings will be to introduce families to the faculty of BLES. Also during Open House, parents and/or families will be able to talk to individual teacher(s). This meeting may be used for offering suggestions from both parent and teacher as to the best ways to help the child.

NEWSLETTERS

Parents will receive classroom and/or school newsletters notifying them of upcoming events at the school and classroom topics, goals and expectations. The Parent Involvement Policy will be made available to all families near the beginning of the school year.

EVALUATION

At the beginning and/or end of each school year, parents will be asked to complete a questionnaire evaluating the Title I school-wide program. The *FRYSC Advisory Committee* serves as our school's Parent Involvement committee and as our school's Consolidated Health Committee. This committee will meet at the end of the year to assess and discuss the effectiveness of the parent involvement program and other aspects of school-wide programs. The compact and policy will also be reviewed to determine what changes, adjustments, corrections, or suggestions will be incorporated or deleted for the following year.

OUR TITLE 1 COMPACT

Our Title 1 Compact is part of this Handbook and can be found on page 28. Please review all expectations of this Compact.



Procedures and Expectations

ASSIGNMENT OF STUDENTS TO CLASSES

Parent/guardian requests for student placement will only be accepted for grades K-2nd. These requests must be submitted on an official school form to the school principal between April 15 – May 1. Justifiable requests will be considered provided such placement will not cause imbalances or educational issues (e.g., discipline, gender, class size, heterogeneous grouping, and special needs) in classroom assignments. Requests will be dated as they are submitted, and students will be assigned to classrooms based on a first come, first serve basis. In grades 3rd-8th, teachers and/or administrators will group students by their RTI instructional tier status in order to better address individual student needs, instructionally and behaviorally.

GUIDELINES FOR CHECKING IN AND OUT DURING THE SCHOOL DAY

Students checking in and/or out during the school day must do so in the school's main office. Parents need to observe the following procedures when a child arrives late to school or when it is necessary to check a child out from school during the day.

When a child is picked up at school, the parent/guardian (or parent designee) must check in at the school's main office. The child will be called to the office to meet the parent/guardian. Parents are not permitted to go to the child's classroom to check him or her in/out of school.

Please review the following procedures for "Release of Students to Parents or Others." Keep these rules in mind when you send other people to pick up your child(ren).

Release of Students to Parents or Others

1. Parents or legal guardians may pick up their child by checking him or her out through the

school's main office. We encourage parents to leave students at school the entire school day.

2. In case of divorced or separated parents, the child may be released to *either* parent, unless the school has been given evidence of state law or court order explicitly stating otherwise.

3. In case of limited visitation, the school will follow the regulations of the court order on visitation and no exception will be made without written consent of the custodial parent.

4. Make sure that the school knows your current address and phone number, so we can find you if there is an emergency. **Keep your list of emergency pickup personnel updated at school.**

5. If parents/guardians are in the school for parties and/or other activities and wish to take the child as they leave, they must follow the same release procedures as they would if they were picking up their child early. Remember that students leaving school before dismissal time will receive an unexcused tardy and parents must sign them out when they leave.

6. Students will be permitted to leave **ONLY** with a parent/legal guardian or **a person designated in writing** by the custodial parent. If a person is not given permission on the child's Personal Data Sheet then the child will **NOT** be released. If school staff does not recognize a person, then identification will be required and the driver's license may be copied.

7. Students will not be permitted to ride with a friend or neighbor unless that person is designated on the child's Personal Data Sheet located in the main office. It is very **IMPORTANT** that parents/guardians list all names and contact numbers for those allowed to pick up their child(ren) from school.

School-wide Positive Behavior Intervention System (PBIS)

What is a School-Wide Positive Behavior Intervention System (PBIS)

SW-PBIS refers to a School-Wide Positive Behavior and Intervention system (PBIS). PBIS strategies focus on helping all students achieve important social and learning goals. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. The school will focus on three to five behavioral expectations that are positively stated and easy to remember.

Our Positive Behavior Expectations are:

1. I will be Respectful.
2. I will be Responsible.
3. I will be a Solution.
4. I will be an Achiever.
5. I will be Peaceful.

We know that when good behavior and good teaching come together, our students will excel in their learning.

WHAT TO EXPECT

As part of our PBIS program, we have established several clear rules for the behavior we expect in each common area of our school (e.g., classroom, cafeteria, bus, gym, etc.) Teachers will thoroughly teach those expectations to the students and review them frequently to encourage and promote positive behavior. The expectations for all student behavior will be clear throughout our building and playground areas, cafeteria, gymnasium, and classrooms.

“BOBCAT-a-PAWS”

As a Positive Behavior Strategy, teachers will periodically send out postcards, which we call “Bobcat-a-Paws” to applaud the good behaviors, talents and achievements of our students. These positive postcards will motivate and encourage our students to live up to our motto.

Our school rules also specifically address bullying behaviors, provide for a safer school environment and give more time for instruction. We apply consistent consequences and positive reinforcement for all kids. By detailing every expected behavior and teaching to kids in a positive way, we will provide a common language for everyone in our building, including students, teachers, office staff and our paraprofessionals.

We believe that by helping students practice good behavior, we will build a school community where all students have an environment where they can succeed and grow.

“SUPER Bobcat Challenge”

The Super Bobcat Challenge is another popular program of our school’s PBIS system. Through this system, students earn “Super Bobcat” slips from staff members (including bus drivers) when they are caught living up to the school’s Positive Behavior Expectations. Students turn in these slips to their homeroom teacher, who then turns them into the main office. At the end of each month, there is a Super Bobcat drawing when students can win different prizes.

FOR MORE INFORMATION ON PBIS

For more information concerning our School-Wide Positive Behavior System, you can visit the following websites:

www.floyd.kyschools.us

www.pbis.org/school/swpbs_for_beginners.aspx

www.kycid.org

OUR PBIS TEAM MEMBERS INCLUDE

(Alphabetical by last name)

Brian Akers
Sandy Akers
Rene Howard
John A. Kidd
Janie King-Samons
Melissa Turner
Kris Watkins



POSITIVE INTERVENTIONS & TIERS OF MISCONDUCT

TIER I--POSITIVE INTERVENTIONS

Tier I Positive Interventions refer to expected, non-contingent, daily STAFF INTERACTIONS with students. These interventions/interactions are part of our school's PBIS system of support for our students.

TIER I Positive Interventions include:

- Greet Students in the hall or at the door.
- Say hello.
- Ask students how they are doing.
- Shake hands.
- Offer high-fives.
- Pat the student on the back.
- ***BUILD relationships.***

MISCONDUCT—TIER I

Tier I misconduct refer to student behavior issues that can be adequately corrected by the supervising staff member in the setting. A staff member observing a Tier I conduct infraction should not expect any other staff member to take additional action.

TIER I Infractions include, but not limited to:

- Excessive talking / talking without permission
- Talking too loudly
- Singing/humming/noises/tapping
- Out of seat
- Head on the desk / sleeping in class
- Inappropriate language, tone, attitude
- Running in the halls
- Writing notes
- Not following directions and/or classroom rules
- Putting on lotion/perfumes
- Walking on the wrong side of hallway
- Failure to finish assignments
- Disrespect / Discourteous and rude actions

- Unprepared for class
- Tardy to class (Note: Being tardy to school is addressed in truancy court)
- Minor pushing and/or shoving
- Lying
- Teasing / Name calling
- Minor classroom disruptions
- Horseplay, rough housing, etc.

TIER I Consequences / Responses:

- State desired behavior
- Positive redirection
- Verbal reprimand
- Proximity correction
- Tracking marks
- Behavior log
- Planning ignoring
- Team detention
- Time out at student desk
- Time out in another team-member's classroom
- Behavior improvement plan
- Positive practice
- Have student walk or stay with you (supervision)
- Loss of privilege
- Remain after class / after-class conference
- Praise the behaviors that you want to see more of
- Phone call home

TIER I Interventions & Misconduct

Staff members should handle Tier I misconduct within their classrooms, in collaboration with their grade-level PLC team members. Grade level teams should develop appropriate consequences to respond to specific infractions. However, staff members who focus on positive interventions daily will automatically reduce Tier I infractions.

TIER II—Positive Interventions

Tier II Positive Interventions refer to STAFF INTERACTIONS with students that may be contingent on some act by the student. The student may have done well on a test or assignment, helped out another person without prompting, helped another student with a problem, modeled appropriate behavior, etc.

TIER II Positive Interventions include:

- *Bobcat-a-Paws* Card sent home.
- POSITIVE phone call home.
- Handwritten note home.
- Classroom Recognition.
- Treasure Chest, Class Leader, etc.

MISCONDUCT—TIER II

Tier II misconduct refers to student behavior issues that should **always involve contacting the student's parent/guardian & documentation.** These contacts should be documented in a contact log. These behaviors may not require immediate administrative involvement, **but do require documentation.**

TIER II Infractions include, but not limited to:

- Repeated Tier I misconduct that become defiance
- Refusal to comply with time out
- Major disruptive classroom behavior
- Disruptive/disrespect with a substitute
- Inappropriate physical contact
- Plagiarism / Cheating
- Skipping
- Profanity that involves disrespect
- Vandalism
- Excessive teasing of peers
- Theft
- Abusive language, vulgarity, gestures...
- Fighting/aggressive behavior
- Spitting on others
- Biting

TIER II Consequences / Responses:

- DOCUMENTATION/Referral

- Parental Contact
- Verbal reprimand
- Tracking marks
- Proximity correction
- Tracking marks
- Phone call home
- Team detention
- Time out at student desk
- Time out in another team-member's classroom
- Behavior improvement plan
- Have student walk or stay with you (supervision)
- Loss of team rewards
- Remain after class / after-class conference
- **Administrative action possible**

TIER II Interventions & Misconduct

Staff members should remember that Tier II misconduct requires documentation, **through documented contact with parent/guardian and an official office referral.** Grade level teams should develop appropriate consequences to respond to specific Tier II infractions. However, staff members who focus on positive interventions daily will automatically reduce Tier II infractions.



TIER III—Positive Interventions

Tier III Positive Interventions refer to STAFF INTERACTIONS with students that may be contingent on some act by the student, and are SUSTAINED over time. The student consistently demonstrates understanding and application of the

BOBCAT PLEDGE and is rewarded for sustaining it. This may be demonstrated by: routinely doing well in class, always sustains positive behavior, perfect attendance, positive relationships with others, etc.

TIER III Positive Interventions include:

- *Bobcat-a-Paws* Card sent home.
- Team reward
- Perfect attendance award
- Star Student of the Month
- Positive phone call home
- Treasure Chest, Class Leader, etc.

MISCONDUCT—TIER III

Tier III misconduct refers to student behavioral issues and infractions that are illegal, that cause immediate harm to self and others and/or direct defiance of authority. **These behaviors are serious misconduct that requires immediate administrative involvement and written documentation (referral).**

TIER III Infractions include, but not limited to:

- Repeated Tier II misconduct that become defiance/harassment
- Illegal drugs & look-a-likes
- Assault
- Theft of school property or stealing from teacher / adult
- Threatening others
- Sexual harassment
- Bullying / cyber-bullying / threatening
- Under the influence
- Extreme vandalism
- Leaving campus

TIER III Consequences / Responses:

- DOCUMENTATION/Referral
- Referral is written and delivered to the office by a staff member
- Student is immediately escorted to the office by a staff member
- Behavior log
- **Administrative action REQUIRED**

TIER III Interventions & Misconduct

Staff members should remember that Tier III misconduct requires documentation, an office referral; and, in most cases, these infractions must be reported to the local authorities and the superintendent as required by Board policy and Kentucky State Statues.

SCHOOL-WIDE PROCEDURES IN RESPONDING TO MISCONDUCT

All teachers will use “Bobcat-a-Paws” cards to reward and reinforce appropriate behavior. All grade-level teams (PLCs) will focus on a character trait each month to reinforce and teach (e.g., trustworthiness, lending a helping hand, honesty, loyalty, etc.)

The administration will conduct periodic drawings from the “Bobcat-a-Paws.”

Teachers must keep in mind that several POSTIVE interventions should be used prior to the student receiving a mark, such as managing by proximity, nonverbal cues, eye contact, etc...

Teachers will follow and DOCUMENT these steps in dealing with misconduct/infractions:

1st Infraction: Interventions/warning (*proximity, cues, eye contact, etc.*)

2nd Infraction: Tracking Mark

3rd Infraction: Corrective behavior (Tier I or II Interventions)

4th Infraction: Parent/guardian contact

5th Infraction: Corrective behavior (Tier I or II)

6th Infraction: Office Referral/ Admin. Action





Code of Conduct & Dress Code

ATTENDANCE

Student success in school is directly tied to attendance. Responsibility for attending class lies with parent(s) / guardian(s) and the student. Betsy Layne Elementary School abides by the current Floyd County attendance policy. The policy can be found in the Floyd County Handbook.

UNEXCUSED ABSENCES / TARDIES

The Floyd County School District addresses unexcused absences and/or tardies using the following process.

- 1st Unexcused Absence/Tardy
* *Call Parent(s)/Guardian(s)*
- 2nd Unexcused Absence/Tardy
* *Call Parent(s)/Guardian(s)*
- 3rd Unexcused Absence/Tardy
* *Conference with Parent(s) / Guardian(s) or Home Visit.*
- 4th Unexcused Absence/Tardy
* *Referral is made by school to Director of Pupil Personnel & Home Visit*
- 5th Unexcused Absence/Tardy
* *Home Visit & Certified Letter*
- 6th Unexcused Absence/Tardy
* *Referral to court due to habitual truancy*

DRESS CODE POLICY 4th-8th Grades

SBDM Policy # 02.02.09 (see BOE Policy #09.427)
(Revised / amended August 2010)

Everyone at BLE is expected to dress and be groomed in accordance with acceptable standards of cleanliness and good taste. Clothing that disrupts the educational process or presents a hazard to school safety will not be permitted. Students may wear jeans, slacks, dresses, blouses, shirts, or any other types of clothing appropriate to the sex of the individual, which does not violate the intent of the dress code. This dress code policy also applies to all school-related functions and activities. All clothing must be worn properly

(example: overalls must have straps and pants must be pulled up to the waist). Students, 4th-8th, will be permitted to wear shorts and skirts that reach no higher than two (2) inches above the knee. Any clothing that does not meet this minimum length requirement will be in violation of the dress code. All shirts, blouses, tops or dresses must have sleeves. No sleeveless items will be allowed. The following will NOT be permitted at school or school-related activities/functions:

1. Hats or bandannas inside or outside the building during school hours, except on Friday, or as designated by principal for spirit week, etc.
2. Mesh shirts, tank tops, sheer blouses or similar clothing unless worn with a sleeved shirt.
3. Shirts must reach the waist when arms are fully extended above the head.
4. Pants with holes that expose the skin, undergarments or underlining above the knees or skirts with splits above the knee.
5. Chains of any type, even if attached to clothing or wallet.
6. Excessively form fitting clothing or excessively low-cut blouses/shirts.
7. Clothing or tattooing that can be seen, which promotes or insinuates the use of alcohol, tobacco, drugs, or which displays anything obscene, crude, vulgar, violent, or offensive.
8. Pants worn in sag.
9. Undergarments, including boxer shorts, cannot be exposed or worn as outer clothing.
10. Shoes that convert to roller skates are prohibited.
11. Hair must be worn out of the eyes (e.g., in clip, band, etc.)
12. Any facial piercing must be removed or covered due to safety issues.

(Final decisions will be determined by administration)

CONSEQUENCES:

- 1st Offense:** *Student will be required to call parent/guardian for a change of clothes and to report the offense.*
- 2nd Offense:** *Student will be assigned an afternoon of After-School Detention (ASD).*
- 3rd Offense:** *Student will be assigned an additional session in the school's ASD programs.*



Discipline Procedures

BEHAVIOR THAT DISRUPTS THE EDUCATIONAL PROCESS

Behavior that materially or substantially disrupts the educational process, whether on school property or at school-sponsored events and activities, shall not be tolerated and shall subject the offending pupil to appropriate disciplinary action... (Board Policy # 09.426)

DRUGS & ALCOHOL

(Board Policy #09.423)

No student shall purchase, possess, attempt to possess, use, be under the influence of, sell, or transfer any of the following on or about school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity:

1. Alcoholic beverages;
2. Controlled drug substances and drug paraphernalia;
3. Substances that "look like" a controlled substance. In instances involving look-alike substances, there must be evidence of the student's intent to pass off the item as a controlled substance.

In addition, students shall not possess prescription drugs for the purpose of sale or distribution.

TOBACCO

Students are NOT permitted to use or possess any tobacco product, lighters, and matches on property owned or operated by the Board to include Board-owned vehicles on the way to and from school or during school-sponsored trips and activities. Students who violate these standards shall be subject to penalties set forth in the local code of acceptable behavior and discipline.

(Please refer to **Board Policy #09.4232** for further explanation about the Floyd County Schools' tobacco policy.)

The purpose of discipline is to alter, modify or change an unacceptable behavior pattern. Betsy Layne Elementary School's Discipline policies and procedures are based on the school's core beliefs recited each day in the Bobcat Pledge:

- I will be Respectful.***
- I will be Responsible.***
- I will be a Solution.***
- I will be an Achiever.***
- I will be Peaceful.***

According to Betsy Layne Elementary Site-Based Decision Making Council (SBDM) Policy, discipline is defined as a system for managing student behavior to promote an environment conducive to learning and free from fear, disorder, and disruption... A discipline infraction shall be defined as any behavior which results in a disruption of the educational process.

(SBDM Policy #12.00)

The Board requires high standards of personal conduct from all pupils and embraces the concept that each pupil shall respect the rights of others and abide by the administrative procedures of the school district and the laws of the community and state. (Policy # 09.4)

If a student violates school and classroom rules, the classroom teacher will follow his/her classroom management plan. When students are referred to the office, the administration may:

- Revoke student privileges;
- Isolate or Temporarily Remove student;
- Assign After-School Detention (ASD);
- Assign Alternative Education Program (In-School)
- Administer Corporal punishment;
- Suspend;
- Refer to Board of Education for expulsion



DISCIPLINE PROCEDURES

Continued from previous page

Classroom management refers to ALL of the things that a teacher does to organize students, space, time and materials so that instruction and student learning can take place. Classroom rules and consequences should be simple, yet effective. Each grade level at BLES develops and implements a CLASSROOM MANAGEMENT PLAN and reviews their plan annually.

This plan shall be posted in each classroom and includes these required components:

Rules, Consequences & Rewards.

In an effort to keep discipline fair and consistent, each level (*Primary, 4th, 5th, 6th, etc.*) develops a common, standardized classroom discipline plan. **The following rules and consequences remain the same throughout all grade levels.**

REQUIRED RULES include:

1. FOLLOW DIRECTIONS.
2. RESPECT others.
3. KEEP hands, feet, and objects to yourselves.
4. DO your own work.
5. FINISH class assignments and homework.
6. READ, LISTEN and LEARN

RECOMMENDED CONSEQUENCES

1st Infraction: Interventions/warning (*proximity, cues, eye contact, etc.*)

2nd Infraction: Tracking Mark

3rd Infraction: Corrective behavior (Tier I or II PBIS Consequences, p. 15-16)

4th Infraction: Parent/guardian contact

5th Infraction: Corrective behavior (Tier I or II PBIS Consequences, p. 15-16)

6th Infraction: Office Referral/ Admin. Action

The above consequences are designed for general classroom management issues (those listed in the above RULES). Of course, more severe misbehavior, such as fighting, bullying, terroristic threatening, possession of tobacco, drugs or alcohol, teacher assault, etc., warrants an automatic

referral to the office for further investigation and consequence evaluation.

REWARDS

Each grade level should also offer a STUDENT REWARDS PLAN that outlines a variety of rewards for appropriate behavior. Rewards are to be appropriate to grade level and aligned with Board, state and local laws and policies. The Rewards Plan should also be tiered so students can work toward a specific goal. BLES faculty and staff understand that it's better to reward appropriate behavior than to continually address negative behavior.

AFTER-SCHOOL DETENTION (ASD)

According to Floyd County Board of Education **Policy #09.432**, a principal or his/her designee may establish a detention hall as an alternative disciplinary method.

A student's parent/guardian shall be notified prior to the detention so that transportation may be arranged by the parent/guardian. BLES students assigned to After-School Detention (ASD) will meet for a time period determined by the administrator supervising ASD.

CORPORAL PUNISHMENT

Corporal punishment is defined as the swatting of a student's buttocks with a paddle. Corporal punishment is used as a last resort and only after acceptable methods of behavior control have been tried and determined ineffective. Although corporal punishment is rarely used at BLE, it remains a possibility under certain circumstances. BLE's administration prefers to have a parent/guardian witness when corporal punishment is administered, but it is not required. This form of punishment shall not be excessive or unreasonable and is NOT intended to injure the student.

SUPENSION

In certain situations it becomes apparent that a student's behavior warrants an immediate and lengthy dismissal of a student from school. This is referred to as an out of school SUSPENSION. Suspensions may be SHORT-TERM (1-5 days) or

LONG TERM (6-10), depending upon the severity of a student's misconduct. See the Floyd County Schools Student Handbook and Code of Conduct for more information concerning these forms of punishments.

THREAT ASSESSMENT PROCESS

In certain situations it becomes apparent that a student's behavior warrants an immediate assessment of his or her intent, especially when a student threatens to do harm to him- or herself or to another student. In these situations, a **Threat Assessment Team** convenes to interview the child. Team members will follow specific guidelines developed by the school district's Threat Assessment Process. During this procedure, the parents/guardians are notified and a referral to a mental health facility may be warranted. Threats must also be logged with local officials or the Kentucky State Police.

PUBLIC DISPLAY OF AFFECTION (PDA)

Public displays of affection are in bad taste and can be embarrassing to those who are forced to witness such behavior. Students at BLES are expected to use good judgment when talking to each other in public. PDA on school grounds or at any school function or activity is improper conduct and is subject to disciplinary action. The following are examples of Public Display of Affection or PDA: Holding hands, kissing, touching or grabbing others in a sexual nature, or other acts or behaviors deemed inappropriate by the school's administration. Consequences for PDA are listed below and parents/guardians of the students involved in the behavior will be notified of each offense /occurrence.

PDA Consequences

- 1st Offense: Student will be given a written warning and the parent/guardian will be notified.
- 2nd Offense: Student will be assigned an afternoon of After-School Detention.
- 3rd Offense: Student will be assigned a day in the school's AEP Program.
- 4th Offense: Student will be suspended or given another day of AEP.

STUDENT USE OF PERSONAL TELECOMMUNICATIONS AND/OR ELECTRONIC DEVICES

It is the intent of the faculty and staff of BLES to create an atmosphere conducive to learning at all times. In addition, the administrators and staff members understand the advantages of having cell phones and other electronic devices at school. However, these devices have traditionally caused major disruptions to the educational process. For this reason, parents who allow their child or children to bring these devices to school must sign the *BLES Personal Telecommunications and/or Electronic Devices Contract*. This contract stipulates consequences of the misuse of personal telecommunications and/or electronic devices.

Disclaimer:

By signing the *BLES Personal Telecommunications and/or Electronic Devices Contract*, parents/guardians release Betsy Layne Elementary School, including all staff and faculty, of having any responsibility in the occurrence that a personal telecommunications and/or electronic device is stolen, lost, damaged or if a cell phone plan expires during the time a device is confiscated.





Betsy Layne Elementary School

Personal Telecommunications and/or Electronic Devices Contract.

By signing below, I understand that:

1. It is the intent of the faculty, staff and administration at Betsy Layne Elementary to create an atmosphere conducive to learning.
2. The faculty, staff and administration understand the need of an individual to secure an electronic device (e.g., cell phone, I-Pod, etc.) during the day; however, the school assumes no responsibility for any loss, theft, or damage to personal telecommunications/electronic devices while on school grounds, while attending school functions and/or activities or while devices are confiscated by school personnel.
3. The device is to remain turned off and put away upon entering the school building. It is not to be seen or heard unless otherwise permitted by school personnel.
4. I fully understand all of the consequences for the offenses below:

1 st Offense	2nd Offense	3rd Offense
Name: _____	Name: _____	Name: _____
Date: _____	Date: _____	Date: _____
Device: _____	Device: _____	Device: _____

Next time, my device will only be released to a parent or legal guardian during regular school hours and 1 session of ASD will be assigned.	Next time, my device will only be released to a parent or legal guardian at the end of 5 school days and 1 session of ASD will be assigned.	Next time, my device will only be released to a parent or legal guardian at the end of 10 school days and 1 day out of school suspension will be assigned.
---	---	--

Student Signature:	Student Signature:	Student Signature:
Administrator Signature:	Administrator Signature:	Administrator Signature:

PARENT/LEGAL GUARDIAN SIGNATURE

DATE

STUDENT SIGNATURE

DATE



Betsy Layne Elementary Discipline Referral

John A. Kidd, Principal
 Rebecca Ratliff, Assistant Principal
 Melissa Turner, Assistant Principal
 Janet Pack, Guidance Counselor

B-O-B-C-A-T-S

“Being Our Best Counts At This School”

Each day, the students and staff members of Betsy Layne Elementary School make a pledge to be respectful, to be responsible, to be a solution, to be an achiever, and to be peaceful. As a learning community, we are committed to **TEACHING** and **MODELING** these five proactive behaviors. **Use this form to refer a student to the office who does NOT adhere to the expected behaviors of our BOBCAT PLEDGE.**

Student Name: _____ Grade: ____ Date: ___/___/___ Time: _____

Referral Type: Academic Behavior
 (Check all that apply) Repeated Offense Third Minor Offense

Referring Teacher: _____ Location of Offense: _____

Parent: _____ Telephone #: _____

Student is NOT being: (Check all that apply)

RESPECTFUL **RESPONSIBLE** **A SOLUTION** **AN ACHIEVER** **PEACEFUL**

Comments/explanation:

ACTION(S) TAKEN BY TEACHER (check all that apply)

Student Conference Behavior Compact (attach copy) Called Parent ___/___/___
 Teacher/Parent Conference ___/___/___ Team/Parent Conference ___/___/___

ADMINISTRATIVE REINFORCEMENT (check all that apply)

Conference Counseling (School / MCCC) Threat Assessment
 Suspension Community Service Behavior Compact w/Parent Signature
 Parent Call Administrative Isolation Kentucky State Police Notification
 Student Removal Social Services After-School Detention (ASD)

OFFICE USE ONLY

SUSPENSION: Number of Days: _____ Beginning Date ___/___/___ Return Date: ___/___/___

ASD ASSIGNMENT: No. of Days: _____ Dates: _____ Time: _____

Administrative Action Date: ___/___/___ **Time:** _____

Administrative Signature: _____ Student/Parent Signature: _____



SCHOOL COUNCIL POLICY

District –Floyd County

School-Betsy Layne Elem.

COUNCIL POLICY TYPE (Check One)

By-Laws (Council Operational Policies)

Functional (School Operational Policies)

09.07

POLICY TOPIC DESCRIPTION

Prom Eligibility & Procedures (#00.13.4)

POLICY STATEMENT

All school policies and procedures will be enforced for eligibility to attend prom and during the prom.

List of Requirements

1. Seventh/Eighth Grade Student
2. Maintain a GPA of 1.67
3. Parts A, B, & C Standards in the Rewards-Eligibility Requirements Policy (#07.02)
4. Appropriate attire: Male—tuxedo, suit/tie...female—ball gown, pantsuit (NO two-piece dresses, jeans or tennis shoes).
5. If a male or female student asks someone from another school to attend the prom, the age limit is 16 years of age and must provide proof of age. The principal/designee from the other school must verify good standing of eligibility by signing proper documentation.
6. Parental forms must be signed before students can attend prom, outlining safety procedures.

The Prom will be chaperoned by school personnel and parent volunteers. No one will be allowed to leave the premises until signed out by a parent or guardian or a parent designee (outlined on form).

All Prom forms must be returned by the date and time stated by the Prom Sponsor/Coordinator.

The Prom Sponsor will be responsible for seeing that student requirements and eligibility rules are enforced. The principal will be kept informed by the Prom Sponsor on all arrangements and eligibility lists.

All fundraising activities must comply with the local Board policies and the SBDM policies.



SCHOOL COUNCIL POLICY

District –Floyd County

School-Betsy Layne Elem.

<p><u>COUNCIL POLICY TYPE (Check One)</u></p> <p>() By-Laws (Council Operational Policies)</p> <p>(X) Functional (School Operational Policies)</p>
--

<p><u>POLICY NUMBER</u></p> <p>07.02</p>

POLICY TOPIC DESCRIPTION

Rewards-Eligibility Requirements Policy

POLICY STATEMENT

REWARD ACTIVITIES covered by this policy include, but not limited to: Prom, graduation ceremonies, dances, extra-curricular field trips, classroom reward activities, school-sponsored reward activities, curricular field trips (only when an educational option on the same topic is offered at school); as well as other reward activities as deemed by administration. **The Principal has the right to waive requirements below if he/she deems it necessary.**

Part A: Attendance Standard

Students may have not more than four (4) unexcused absences without proper documentation per semester. Proper documentation is defined as a Physician’s Excuse, Bereavement verification, court summons, Principal’s release for special event, or other official documents. Notes from parents are NOT proper documentation beyond the 4 day limit unless waived by the Principal.

Part B: Conduct Standard

B-1: Any student who has received 4 consequences for K-4 or 3 consequences for 5th-8th (in any combination) of administrative directed detention (such as ASD assignment) per nine-week period is automatically ineligible for reward activities for that nine-week period.

B-2: Any student who has received 2 consequences (in any combination) of the following: Administrative directed corporal punishment or suspension is automatically ineligible for reward activities for the year.

B-3: Any student who has received disciplinary action for serious offenses, such as assault resulting in injury, assault of school personnel, possession of a weapon, possession of drugs, or alcohol, or sexual offenses is automatically ineligible for reward activities for the year.

PART C: Punctuality Standard

C-1: Students, who receive more than 5 unexcused tardies per nine week period as recorded on Infinite Campus (or current record keeping system) for late arrival or early check-out, are automatically ineligible for reward activities for that nine weeks period.



Betsy Layne Elementary Student Handbook



Betsy Layne Elementary

John A. Kidd, Principal
 Rebecca Ratliff, Assistant Principal
 Melissa Turner, Assistant Principal
 Janet Pack, Guidance Counselor

256 School Street, PO Box 128 • Betsy Layne, Kentucky 41605 • Ph. 606-478-9751 • Fax: 606-478-9787

BEHAVIOR COMPACT

DATE: ___/___/___

Student's Name: _____

Behaviors GOALS

(Must be specific...For example, "Student will complete homework for the next two weeks.")

Student will:

- 1.
- 2.
- 3.
- 4.

Consequence Today: _____

FOLLOW-UP Meeting Date: ___/___/___

Student Signature: _____ Date: ___/___/___

Parent Signature: _____ Date: ___/___/___

Principal/Assistant Principal: _____ Date: ___/___/___

ASD Monitor: _____ Date: ___/___/___

COMMENTS:



PARENT INVOLVEMENT COMPACT

Effective schools are a result of families and schools working together to ensure that children are successful in school. This is an invitation for you to be involved with your child's school and his/her education. This compact or agreement is meant to strengthen the relationship between the student, teacher, administrator and parent(s).

Parent/Guardian Agreement:

My parental goal is for my child to academically work to the best of their ability; I will foster learning in my child by committing to the following:

- Ensure my child attends school on a regular basis and is on time.
- Be an active participant in my child's homework session, reinforcing reading and math skills.
- Read during or listens to a nightly reading session.
- Contact teachers if concerns could hinder my child's learning.
- Participate in school activities, such as Open House, extra-curriculum events, and other pertinent meetings conducive to the emotional and academic well-being of my child.
- Utilize technology that will promote learning, such as Study Island and portals that keep me informed of assessment and attendance activity.

Parent Signature: _____

Student Agreement:

It is important that I work to the best of my ability: therefore, I will strive to do the following:

- Attend school regularly, be on time to all classes & support the Bobcat Pledge.
- Be prepared for school each day with completed assignments and needed supplies.
- Read independently or to a parent/guardian for a 25 minute session, nightly.
- Ask teachers for additional help, when needed.
- Follow the rules in the Student Handbook (Code of Conduct).

Student Signature: _____

Teacher Agreement:

It is important that students achieve, therefore, I will strive to do the following:

- Provide high quality instruction in a non-threatening manner and environment conducive to learning.
- Hold expectations high for all students, believing that ALL students can learn.
- Make sure that all students receive additional academic assistance, when needed.
- Contact parents regularly to convey positive remarks concerning their children and to build open communication.
- Check/grade and evaluate all assignments, homework, and assessments in a timely manner.
- Convey mutual respect to all stakeholders.

Teacher Signature: _____

Counselor

As a counselor, I will be responsible for the following:

- Provide service to students who seek assistance in the areas of academic, personal, and emotional development.
- Interact with students, parents, staff and community.
- Create an area that promotes safety and open communication for students' well-being.

Counselors' Signature _____

Principal Agreement

Since I support this compact for parent involvement, I will strive to do the following:

- Provide an environment that allows for positive communication among teachers, parents, and students that promotes academic excellence.
- Provide instructional leadership.
- Be visible throughout the school building.
- Promote a school environment that fosters parental participation.

Principal Signature: _____

