

Spring Grove Primary Center

Galena USD #499

Profile

2011-2012



Toby VanCleave, Principal

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Spring Grove Primary Center
Galena, KS

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Section 1

Overview of School & Community

Galena USD #499

Unified School District # 499 covers 13.5 square miles and is one of the smallest districts in Kansas. Galena the second poorest school district in the state when considering assessed valuation. The school facilities include the following:

**Spring Grove Primary Center: Principal, Toby VanCleave
Pre-school through 2nd grade serving 220 students.**



Mission Statement

It is the mission of Spring Grove Primary Center to provide a strong academic foundation for life-long learning in a nurturing environment. We endeavor to teach all students to:

Read and comprehend.

Think, reason, and solve problems.

Develop social skills.

Express themselves through oral and written communication.

Historical Galena

Galena has a rich and colorful history. The fact that the town exists at all is due to the perseverance and determination of its residents. During the late 1800's, settlers came to Southeast Kansas primarily for agricultural and hunting opportunities. However, the discovery of lead prompted many people to the area to seek their fortunes in the lead and zinc mines. Galena was settled and incorporated as a city on June 19, 1877, immediately following the discovery of lead. The name of the town, Galena, is derived from the lead ore of the same name.

From the discovery of ore in 1877 to 1899, the total production of lead and zinc mines was worth over 100 million dollars. The mining district, about four miles square, included one of the largest lead smelters in the world. Just before the turn of the century, Galena was reported as the wealthiest city per capita in the world.

During the mining boom, Galena's population peaked near 25,000. In 1907, Galena annexed with Empire City, a mining community of 10,000 bordered to the north. The mining boom lasted into the early part of the century, however, the smelter continued to operate until 1978.

The mining companies that operated in Galena never intended for the town to continue after the mines were no longer profitable. Therefore no ecological efforts were made toward land preservation or reclamation. When the lead and zinc was depleted, the mining companies moved on but many of the residents remained. Galena has survived despite the ecological devastation, decreases in business infrastructure and waning population.

In the mid 1980's, the Federal Environmental Protection Agency was contacted about concerns of old mining properties. The danger of lead contamination was believed to be in the mine wastes around the Galena area. In 1986, lead contamination was found evident in the soil. Heavily contaminated chat was deposited back into the dry voids and covered with lead free chat. Individual yards within a one-mile radius of the Smelting Plant were found to have high levels of contamination and were cleaned by replacing old soil with new soil and sod. The cost of the project thus far has been 12.3 million dollars (10% state money, 90% federal money from the Federal Superfund Program.)

In 1991, the United Reclamation Service (U.R.S.) consultants began an area wide study of wells to check if lead contamination was infiltrating the deep aquifer. Some shallow wells were found contaminated and other abandoned deep wells were plugged. The cleanup of surface water began in 1993 continuing on a 2-year design. Lead contamination has also been addressed by the Cherokee County Health Department through education and services for testing the blood levels of children residing in Galena and surrounding area.

As responsible as mining was for Galena's prosperity and growth, the long lasting effects have taken their toll on the health and well being of the residents in the ensuing years. The Superfund Program and EPA cleanup has been critical to the survival and improvement of Galena as a community of pride and endurance despite the difficulties inherited from the mining industry.

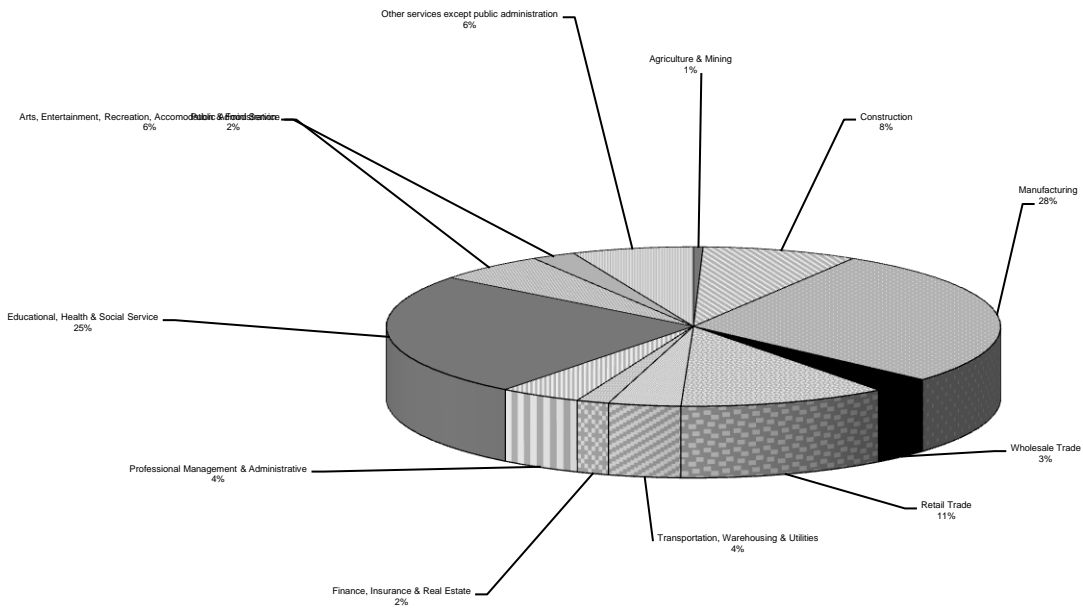
Present Day Galena

Galena, KS is a community of 3,287 located in Cherokee County in the extreme southeast corner of Kansas. The town is 7 miles west of Joplin, MO along Historic Route 66 at the foothills of the Ozark Mountains, bordered by Missouri on the East and Oklahoma on the South.

Galena has a city manager/commission form of government. There are five elected commissioners with one of the five serving as mayor. The city manager is the chief administrative employee and along with the city clerk oversees the payroll, water, sewage and other city services. A public works director supervises the street and water departments. The city currently employs 48 full and part-time employees.

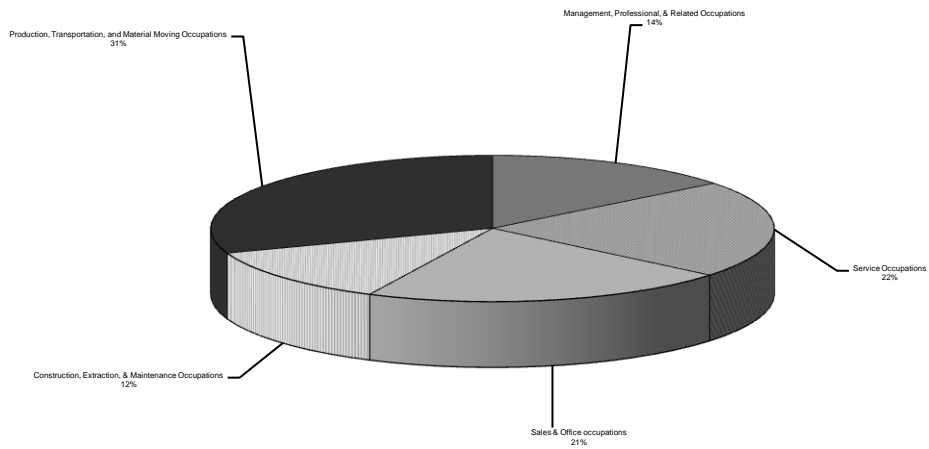
Galena as a rural community has a small number of local industries that provide employment. Manufacturing industries make up the largest sector of industries in Galena. The single largest employer in Galena is the school district with approximately 120 employees. The educational, health and social service sector is second with 25%. Much of the local employment base is service provision or employment by small firms.

INDUSTRY OF GALENA



Employment opportunities in nearby cities offer Galena residents jobs in the production, transportation, service, retail and utility based sectors.

EMPLOYMENT OPPORTUNITIES FOR GALENA RESIDENTS



Spring Grove Primary Center
Galena, KS

Community Services

Since its beginning, Galena and the surrounding area rely upon volunteer help to provide fire protection. There are 30 volunteers, three paid employees and fifteen pieces of motorized equipment. Medical services are provided locally by: one physician, one dentist, an optometrist and mental health service through the Family Life Center. In addition, emergency medical services are provided through the Cherokee County ambulance service. There are two nursing homes and two public housing authorities.

Community members receive other services from hospitals and doctors located in Joplin, MO or Pittsburg, KS. The close proximity of these two larger cities provides a variety of employment, cultural, social, recreational and commercial opportunities. The area also offers several post secondary educational choices within a 30-mile radius for district graduates.

Galena has fifteen churches, a public library, an archival library and a museum of local history. The local newspaper, the Galena Sentinel, is published weekly and has been in continuous operation since October 1880.

Recreational and community facilities maintained by the city include three parks. Galena City Park has a swimming pool, walking track, volleyball, basketball, and tennis courts. Schermerhorn Park is located on the banks of Shoal Creek and a local volunteer group is currently working on a nature center and walking trail in this area as well. Pappy Litch Park is under construction and will serve as a meeting area downtown. Football, soccer, basketball, baseball, a boxing club and scout troops are available for the youth through volunteer efforts of parents and community members.

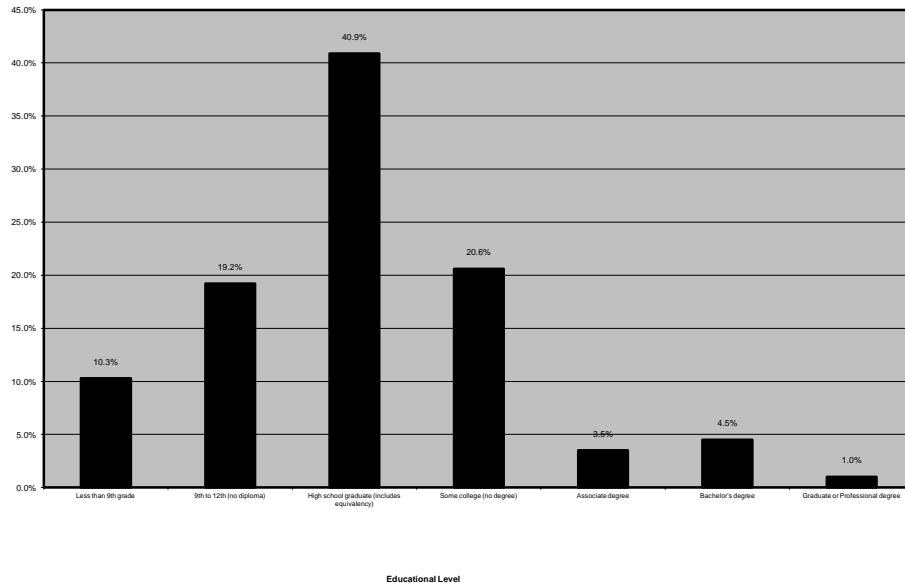
Galena Demographics

According to the 2000 U.S. Census, Galena's population of 3,287 reflects an older than average population when compared to state and U.S. statistics. Only 36 % of the population is under the age of 25 and 15 % of the population are over the age of 65.

Galena is predominantly Caucasian and has few minority or ethnic populations. The ethnic make-up of the community does not seem to have an impact upon the educational opportunities available to our students.

Education

EDUCATIONAL LEVEL

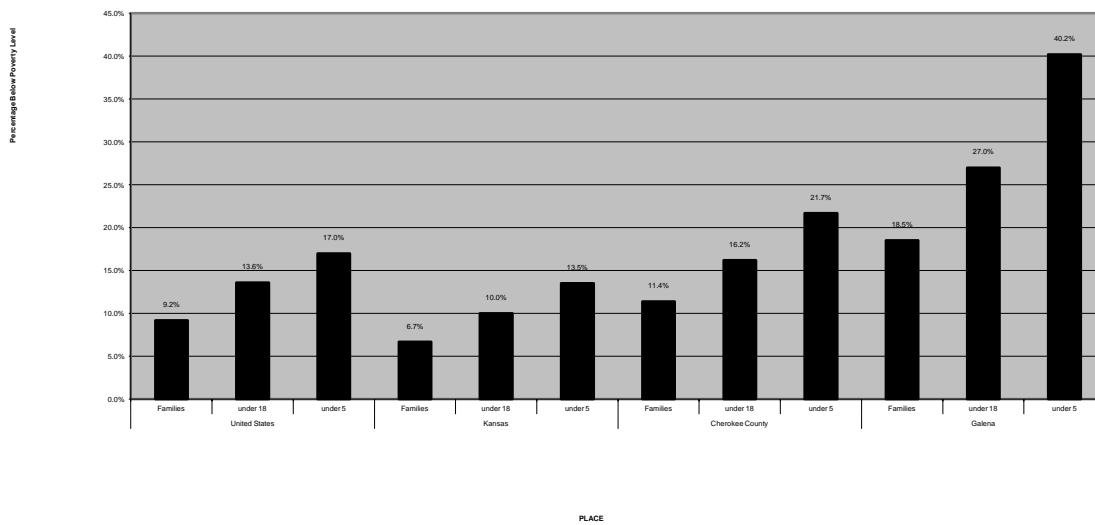


The educational level of community residents is a significant factor for our students. Of the 3,287 residents, 30% report less than a high school education. Of that 30%, 10% have less than a 9th grade education. Forty-one percent report a high school education with 21% having some college experience. Of those attending college, only 8% have completed an associate or bachelor's degree.

Socioeconomic Concerns

Socioeconomic concerns are a major factor affecting Galena families. According to the 2000 U.S. Census, the median household income is \$25,401.

POVERTY LEVEL INFORMATION



For *families with children under 18*, 27% live below the poverty level.

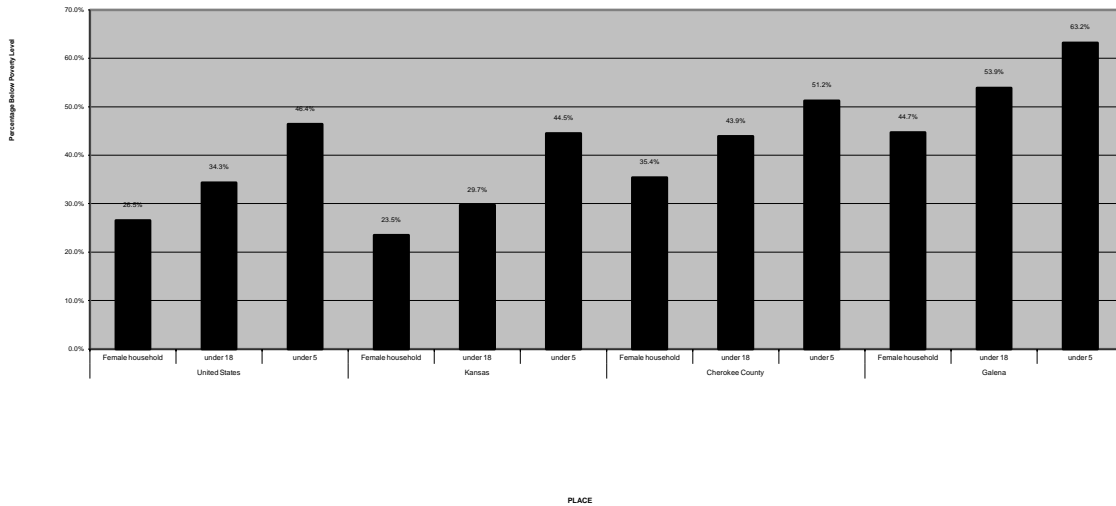
Forty-percent of the *families with children under age 5*, live below the poverty level, which is almost triple the state average.

Galena also holds one of the highest unemployment rates in Cherokee County with an average of 5.2% of the population unemployed.

Family Dynamics

Additional socioeconomic concerns that affect the standard of living and limited resources of Galena students are the large percentage who reside in single female households or with grandparents.

FEMALE HOUSEHOLDER ONLY



For *families with children under 18*, 54% reside in a single female parent household.

Sixty-three percent of *families with children under the age of 5* live in single female parent households.

Overall, Galena is double the state average in children living in single female parent households.

Additionally, the 2000 U.S. Census data reflects 119 children live in households with their grandparents. Eighty-three of the 119 children have their grandparents as the primary caretaker.

Community-School Partnerships

Community support for educational progress and growth of the community due to the school's involvement are a prime example of a reciprocal partnership central to the survival of Galena and the improvement of life for Galena families.

Despite financial hardships, bond issues were passed in 1994 that made possible the remodeling and expansion of Spring Grove Primary Center, the addition of a Performing Arts Center to the high school and the development of a facilities maintenance and technological plan for the district.

The police and fire departments and local businesses provide opportunities for community service learning and actively participate in special school projects such as career fairs, safety programs, mentoring and holiday celebrations. The school board, PTA, and school site councils provide guidance and direction along with financial support.

In turn, the district supports the community by providing facilities and programs for sporting events, organizational meetings, community fine arts presentations and community dinners. The playground and gym equipment are open evenings and weekends for community residents. The reputation of Galena as a quality place of learning has been an ongoing process resting upon the shoulders of many who came before us with a vision that speaks to the community's commitment to education.

History of Galena Schools

Galena schools began as Galena City Schools, District 46 and in 1963, the Kansas State Legislature set up a procedure for unification of various school districts throughout the state. In 1966, Galena USD#499 was established.

Early history reflects that education has always been valued in the community and progress has often been gauged by the physical growth.

Records indicate that in 1873, the first school built in the district was a log cabin located on Shoal Creek. A new frame building was constructed in 1879 on the corner of 5th and Short Street. Galena's first graduating class was from this building in 1885.

As the population increased, additional buildings were erected with Columbia school in 1895, Central School in 1889 and the first Spring Grove building in 1900. In 1898, during the height of the mining years, figures show 2,334 people of school age resided in the district.

The first Galena High School was built in 1904 with the addition of a gym and auditorium in 1934. The Liberty School building, which is still in use, was completed in 1941 along with a new Spring Grove elementary building and Roosevelt school; all buildings constructed through the WPA program. The present high school was built in 1964.

In 1984, the Board of Education and Media Center were built. In 1992, the addition of an Interactive Distance Learning classroom, a new cafeteria, commons area and enlarged library were added to the high school. In 1994, Spring Grove Primary Center added five new classrooms, a library, computer lab, cafeteria and gym. New additions to the high school included a performing arts center in 1995.

1873	First school in the district (log cabin)
1879	New frame building 5 th and Short
1885	Galena's first graduating class
1889	Central School
1895	Columbia School
1900	First Spring Grove Building
1904	First Galena High School
1934	Addition of gym and auditorium to the High School
1941	Liberty School completed New Spring Grove building Roosevelt School
1964	Present High School built
1984	Board of Education and Media Center built
1992	Addition of Interactive Distance Learning (IDL) classroom, cafeteria, commons area, and enlarged to the High School
1993	Addition of 5 new classrooms, library, computer lab, cafeteria, and gym to Spring Grove School
1995	Performing Arts Center completed

Section 2

Student Profile

Student Demographics

Enrollment

2007-2008 Spring Grove	2008-2009	2009-2010	2010-2011	
208 Total Students	220 Total	230 Total	235 Total	
112 Male (54%)	121 Male (55%)	133 Male (58%)		
96 Female (46%)	99 Female (45%)	97 Female (42%)		

Attendance

2007-2008 Spring Grove	2008-2009	2009-2010	2010-2011	
95.3 % Attendance Rate	94.91 % Rate	95.11 % Rate	95.2 % Rate	

Low Socio-Economic Status

The number of students who qualify for free or reduced lunches determines Low Socio-Economic Status.

2007-2008	2008-2009	2009-2010	2010-2011	
71% qualify for free or reduced lunches	68% qualify for free or reduced lunches	77% qualify for free or reduced lunches	73 % qualify for free or reduced lunches	

Racial Composition

	2007-08	2008-09	2009-10	2010-2011	
Caucasian	89.9%	89.5%	86.9%	Information	
African American	2.4%	1.4%	0%	Not	
Hispanic	1.9%	3.6%	4.4%	Available	
Am. Indian/Alaska Nat.		4.6%			
Asian/Pacific Islander		.45%			
Other	5.8%		8.8%		

Entry Level Characteristics of Students
Spring Grove Primary Center
Galena, Kansas

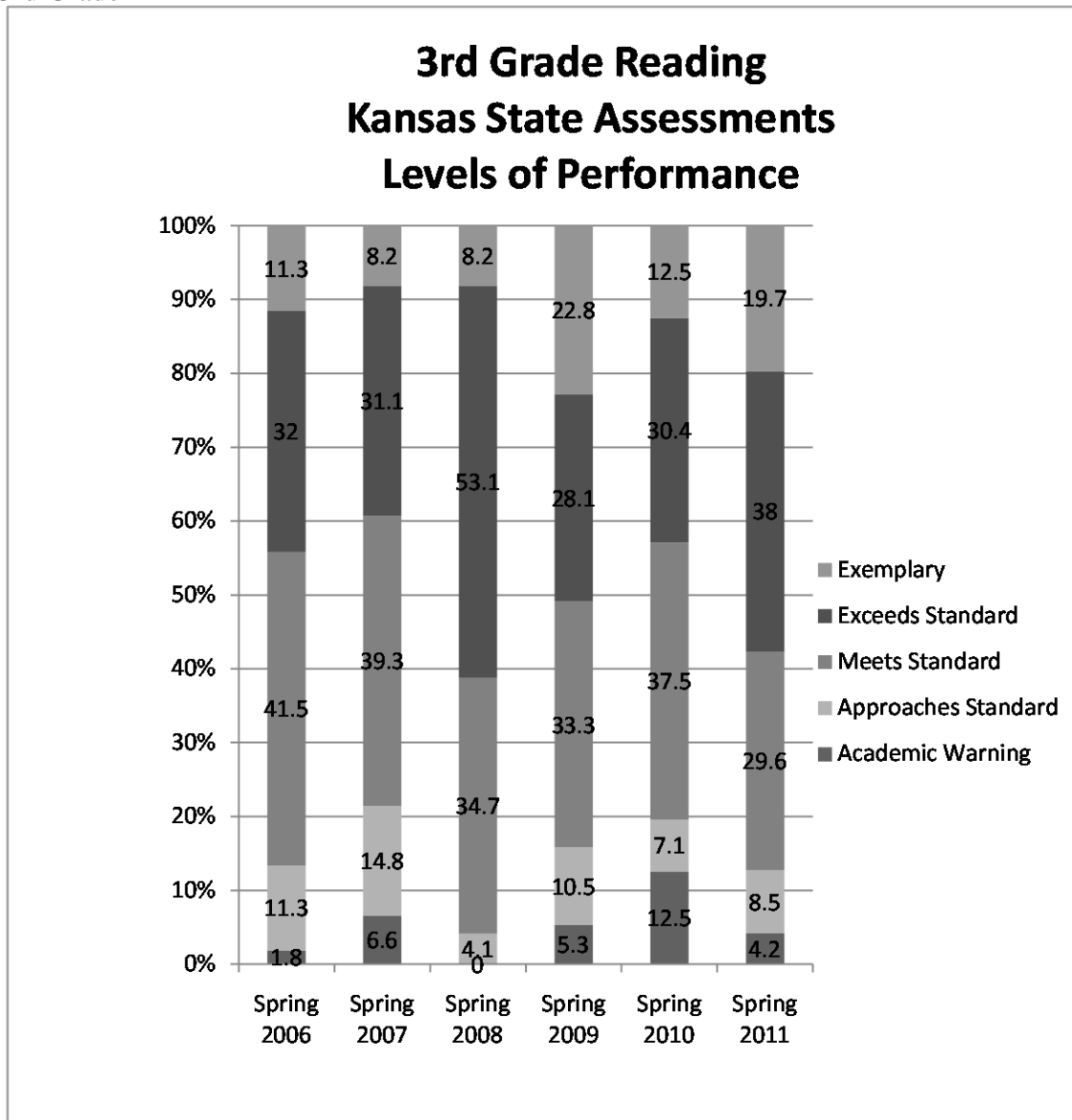
In 1966 USD #499 opened the doors to their first kindergarten classroom. Over the past 36 years the district has realized what a valuable decision this was. Today the kindergarten program is an integral part of the district. Many changes have been witnessed over these years but the two most predominant changes have been the building's location and the restructuring from a social/play type curriculum to a more cognitive/academic curriculum. However, the one remaining constant has been that all five-year-old students are accepted into our program regardless of their individual readiness skills if they meet the one criteria that the state of Kansas says they must and that is "being 5 years old on or before August 31st".

In an effort to help all students succeed each spring a "kindergarten screening" is held. The purpose of this screening is to assess readiness skills as well as physical well being i.e. vision, hearing, and speech. It is the intention of this screening that should any major problems be suspected that a recommendation or referral to another specialist be offered. Currently our students are screened with the DIAL-R test. In the spring of 2002 approximately 37 of our current 58 students took part in this screening. Three students were retained from the 2001-2002 school year. Therefore, we had information regarding motor skills (gross & fine), concepts, and language as well as visual, auditory, & speech on 69% of the students beginning kindergarten in the fall of 2002. As one would expect the range among readiness skills was quite diverse. While some students were quite adept in the area of fine motor skills, others had not been exposed to pencils, crayons, or scissors. While some students enjoyed listening to stories and looking at books other could not sit still and attend to such a task.

In summary I guess the most accurate statement that can be made about the entry level characteristics of our kindergarten students would be that they are as varied and individual as the students themselves, we simply take them as they come to us and do the very best we can to prepare them for first grade.

Reading

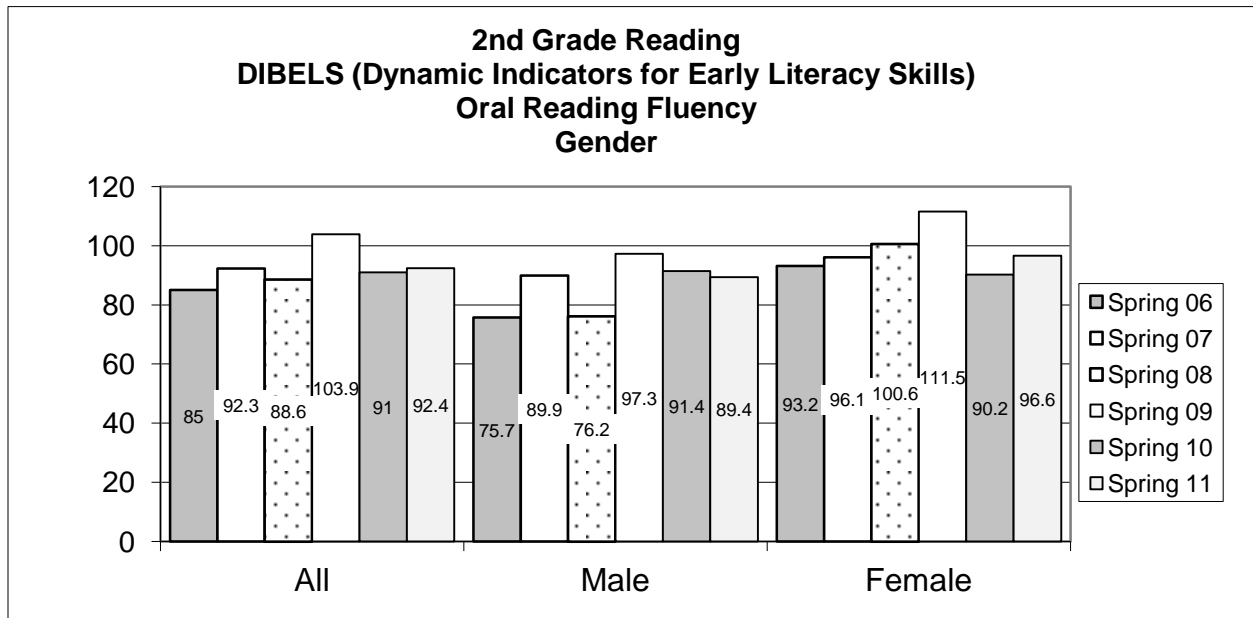
Reading
 Kansas State Reading Assessment
 3rd Grade



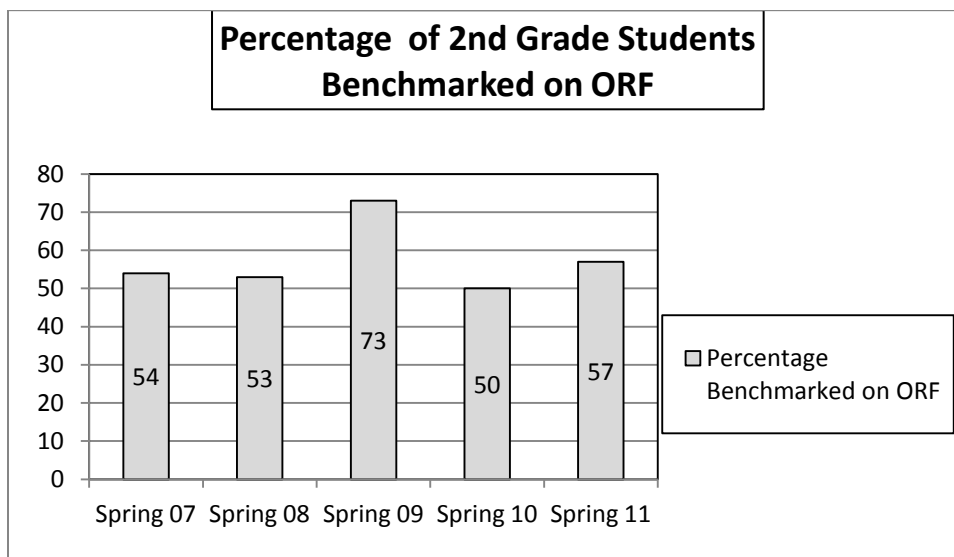
All 3rd grade students are given the Kansas State Reading Assessment. The results are shown as the percentage of students at each level. In 2006, 84.8% of 3rd grade students met or exceeded the standard for reading. In 2007, 78.6 of 3rd grade students met or exceeded the standard for reading. Scores improved in the spring of 2008. There were more students in the top 3 categories. In 2008, 96% of 3rd grade students met or exceeded the standard for reading. 84.2% of the 3rd grade students met or exceeded the standard for reading in 2009. In 2010, 80.4 % of the 3rd grade students met or exceeded the standard for reading. Scores improved again in 2011. 87.3% of the students met the standard.

Reading

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
2nd Grade

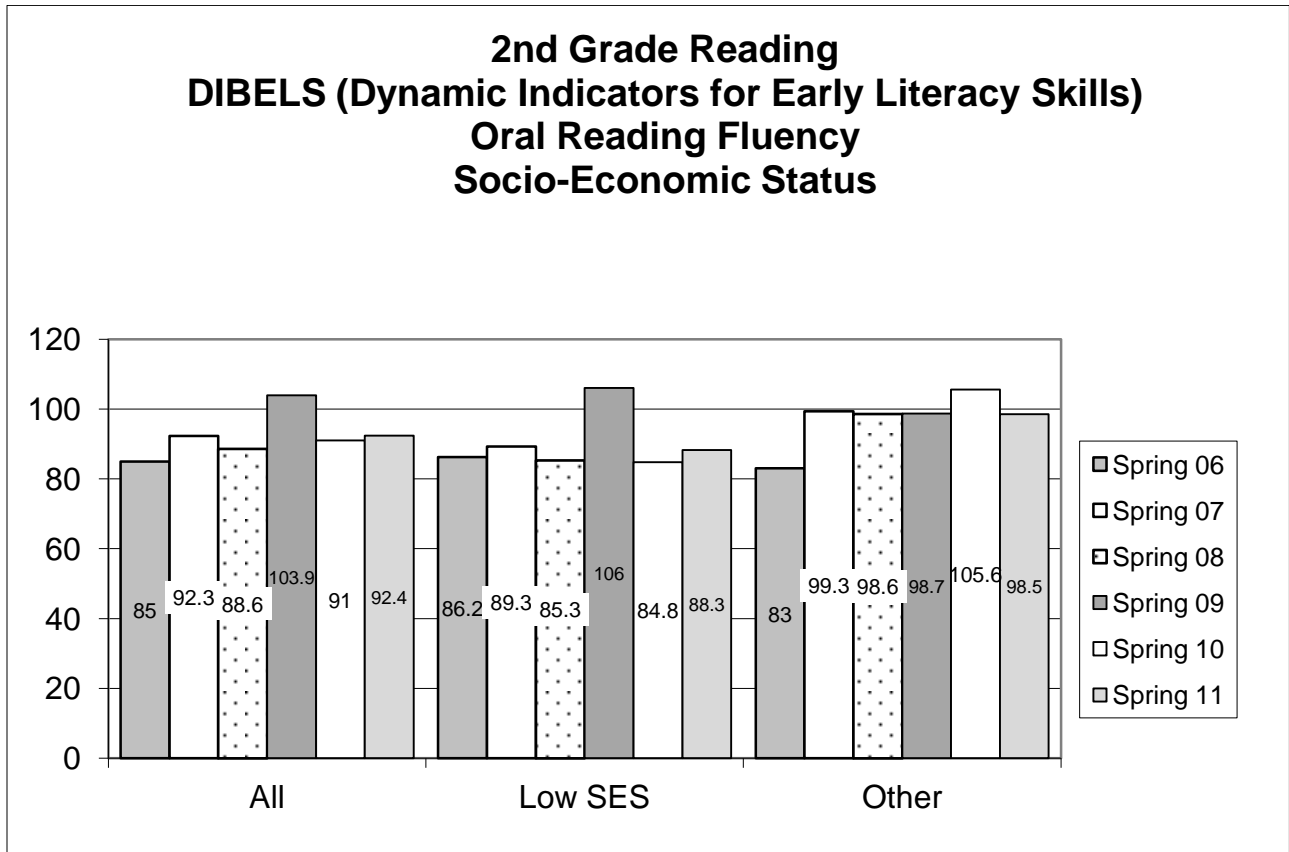


All 2nd grade students are tested in the fall, winter, and spring using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The students are given a timed oral reading test. The results are shown as the oral reading fluency. The goal for students in the spring of 2nd grade is 90 Words Per Minute. Scores were lower for all groups of students during the spring of 2006. In the spring of 2011, we switched to the DIBELS Next Assessment. The goal for DIBELS Oral Reading Fluency on the DIBELS Next in the spring is 87.



Reading

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
2nd Grade

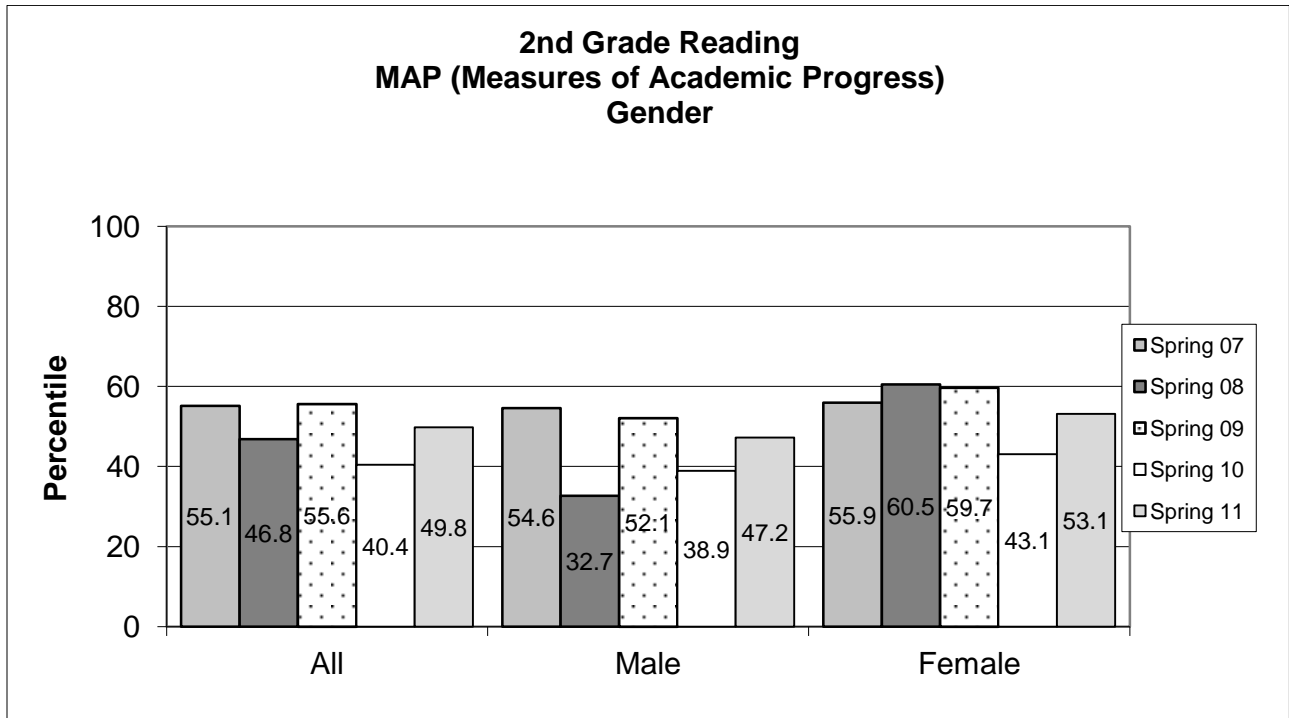


Students who do not qualify for free/reduced lunches scored higher than those who do qualify for free/reduced lunches in 2007 & 2008. Scores were lower for all groups of students during the spring of 2006.

Reading

MAP (Measures of Academic Progress)

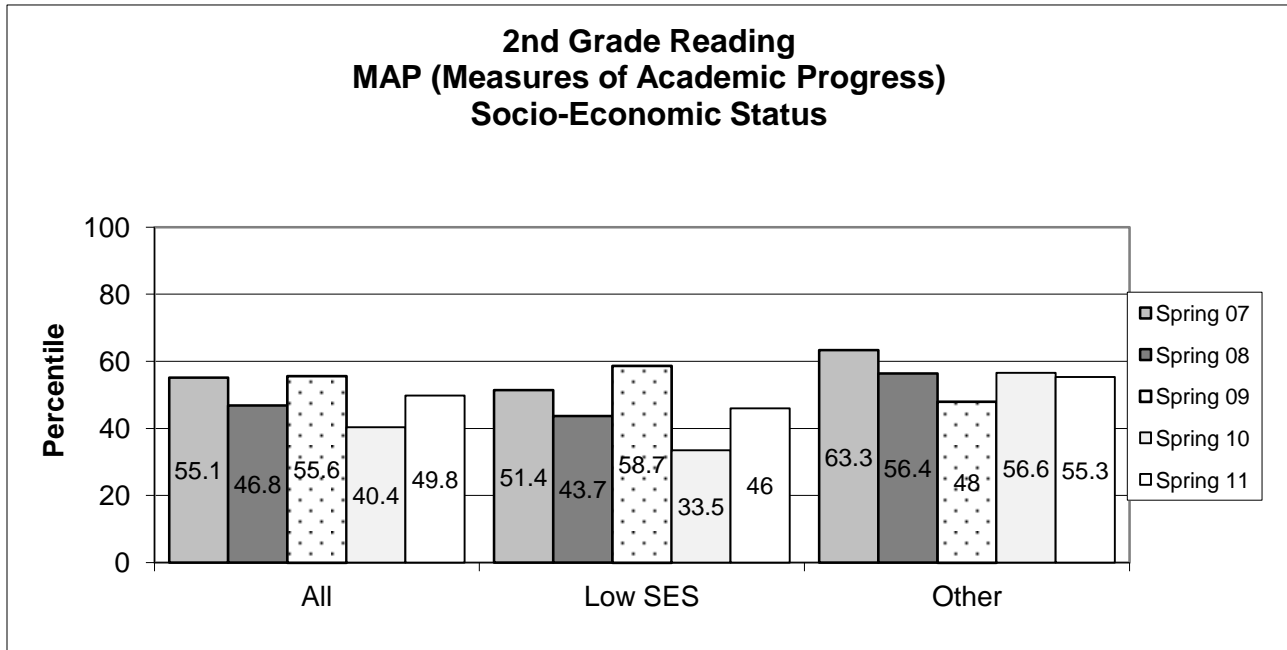
2nd Grade



All 2nd grade students are tested using the NWEA Measures of Academic Progress (MAP). The results are shown as percentile rank on the reading. In the spring of 2008, females scored significantly higher than males. Scores were higher in the spring of 2011 than the previous year.

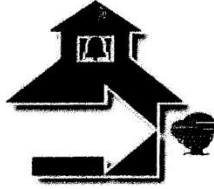
Reading

MAP (Measures of Academic Progress)
2nd Grade



Students who do not qualify for free/reduced lunches scored higher than those who do qualify for free/reduced lunches in 2007, 2008, 2010, and 2011. In the spring of 2009, the Low SES group scored higher. Scores in the spring of 2011 were higher for all students than in the spring of 2010.

Math



School Improvement Services
G R E E N B U S H

Spring Grove Primary Center
1900 Galena Ave
Galena KS 66739

October 23, 2008

Dear Staff and Students:

School Improvement Services at Greenbush would like to add our commendation to the staff and students at your school for its achievement in reaching the Standard of Excellence on the Kansas State Assessment. We know that it represents a great deal of hard work, excellence in teaching and motivated learners who displayed their ability to demonstrate learning on the selected indicators in the core areas.

You should be proud of achieving Standard of Excellence in:

Math

School-Wide

The consultants and staff wish you continued academic success as you work with all students to achieve their highest potential.

Sincerely,

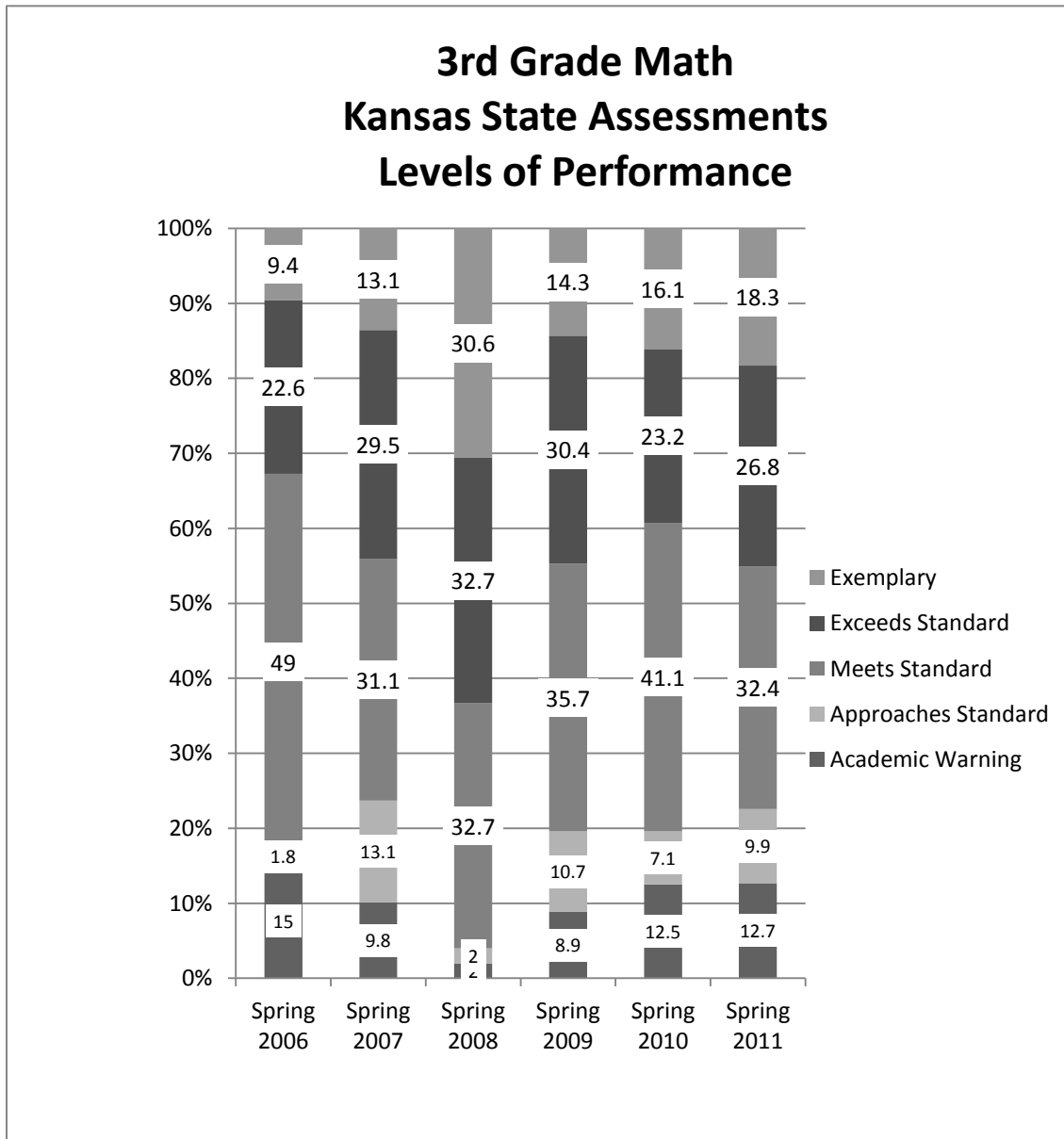
A handwritten signature in black ink that reads "Jim Rodman, LCPC".

Greenbush and SIS staff

Cc: Superintendent

Math

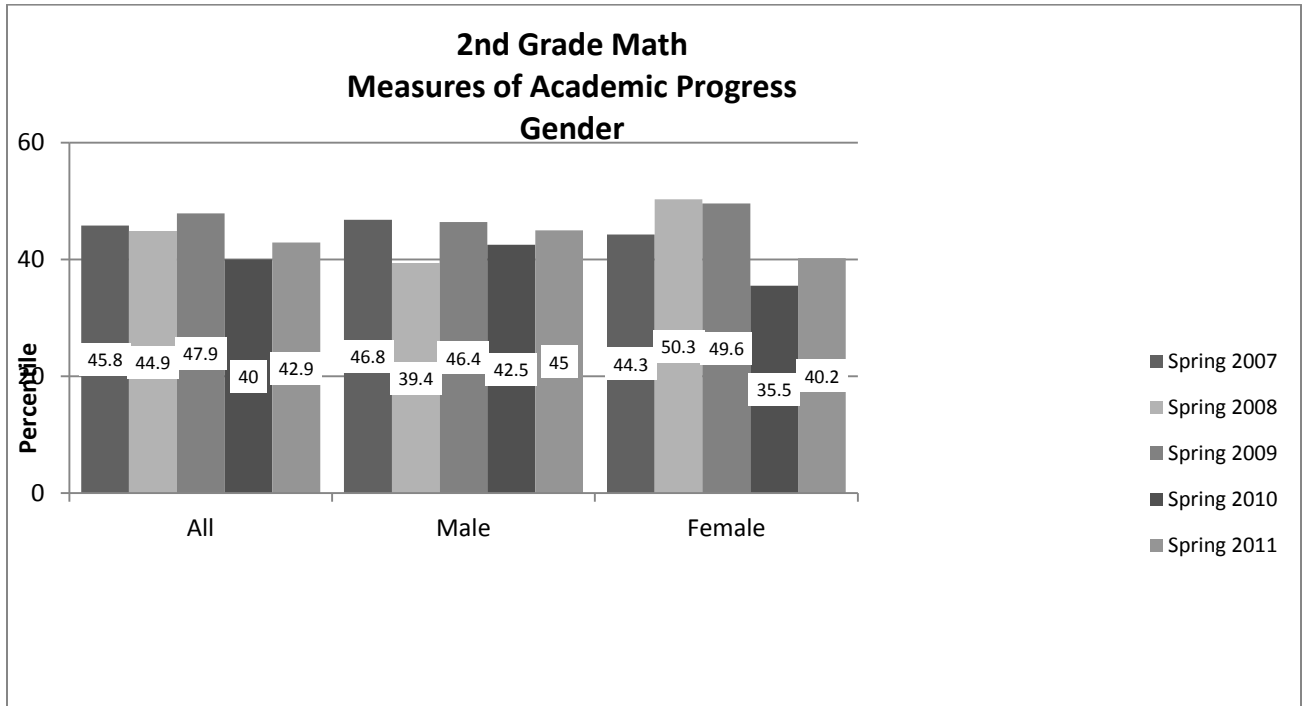
Kansas State Math Assessment
3rd Grade



All 3rd grade students are given the Kansas State Math Assessment. The results are shown as the percentage of students at each level. In 2008, we achieved the Standard of Excellence in math school-wide. Only 4% of our students were in the bottom 2 categories.

Math

Measures of Academic Progress (MAP)
2nd Grade

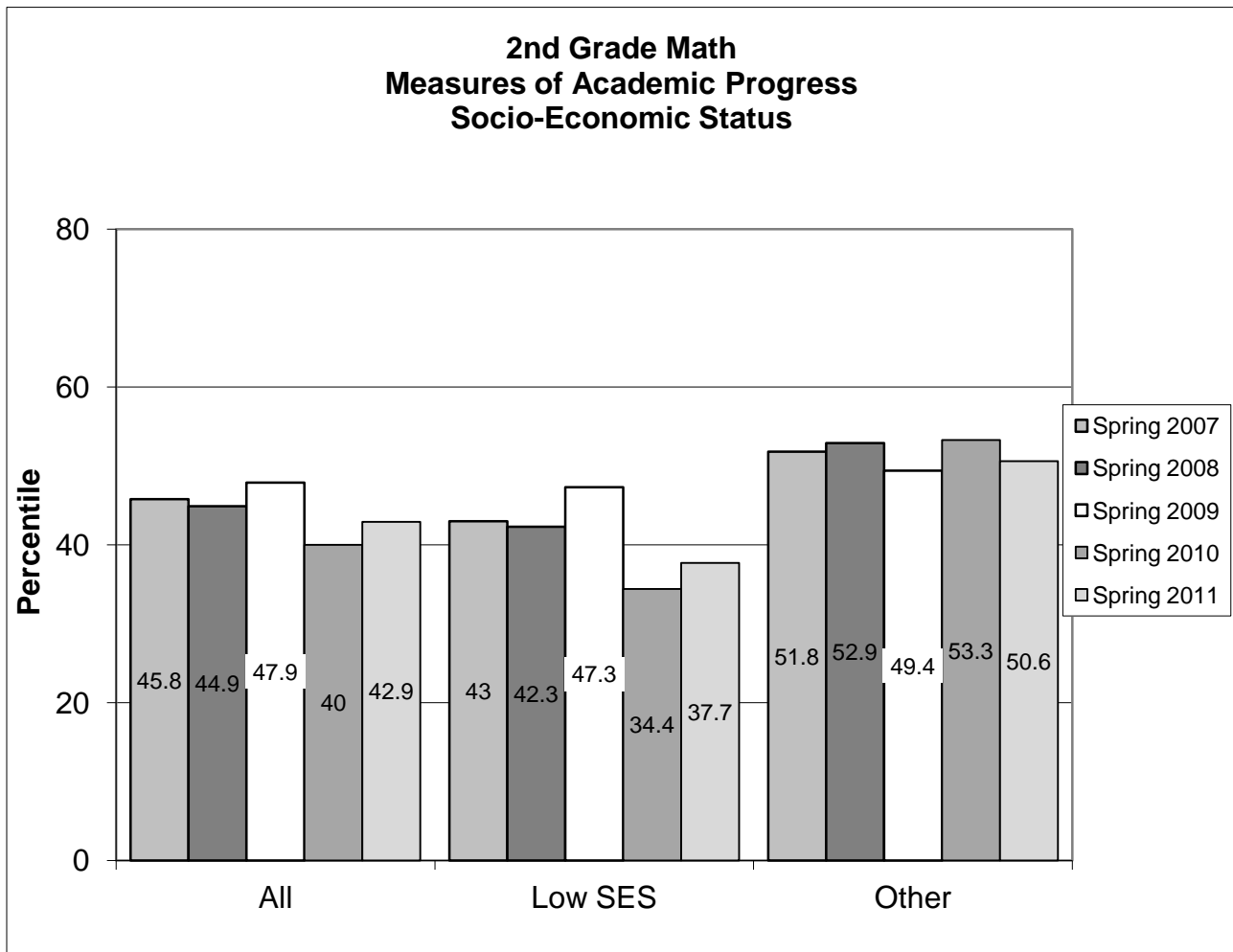


All 2nd grade students are tested using the NWEA Measures of Academic Progress (MAPS). The results are shown as percentile rank on the math. Scores were higher for females in the spring of 2008. Scores in the spring of 2011 were higher for all students than in the spring of 2010.

Math

Measures of Academic Progress (MAP)

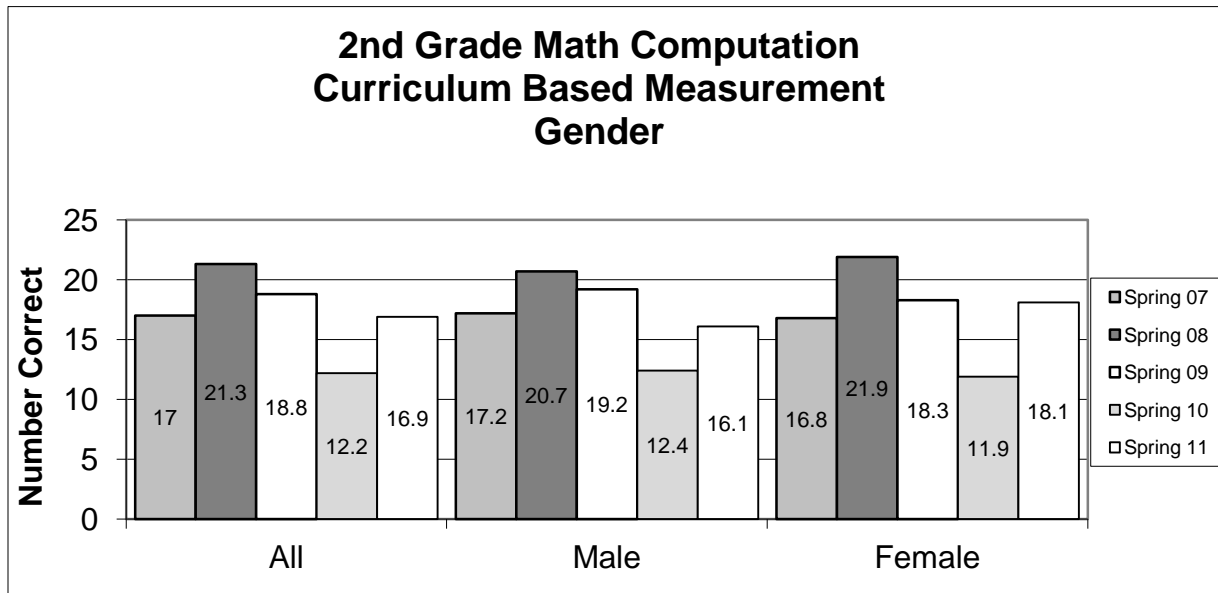
2nd Grade



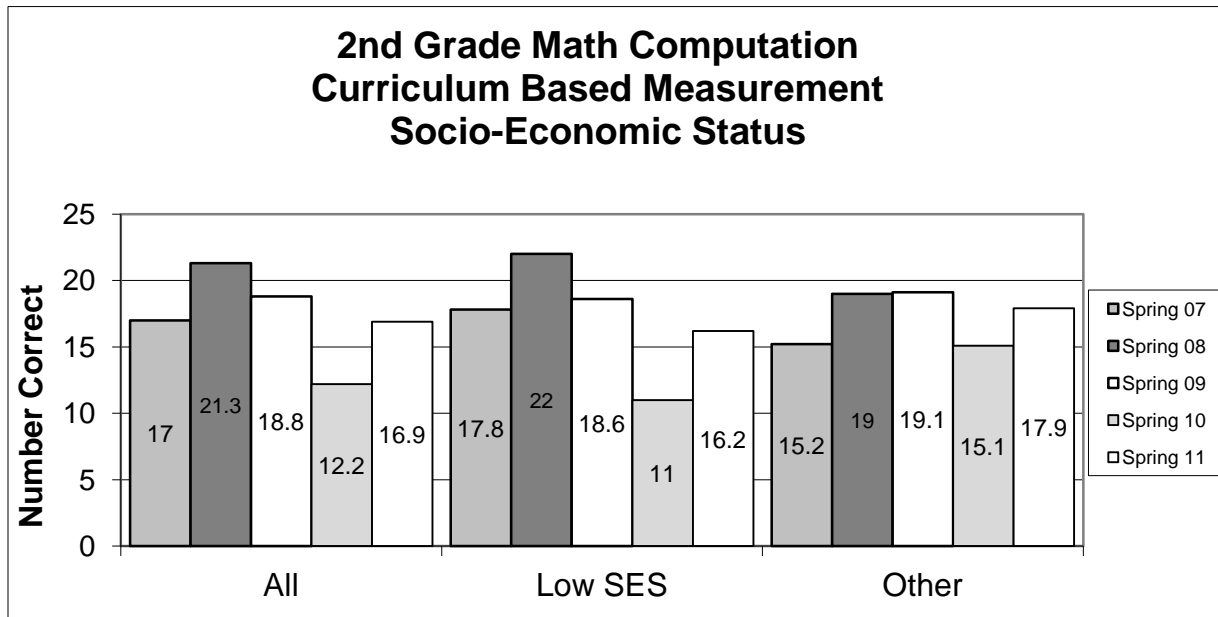
Scores were lower for the 'Low SES' for all years.

Math

Curriculum Based Measurement (CBM) Computation
2nd Grade



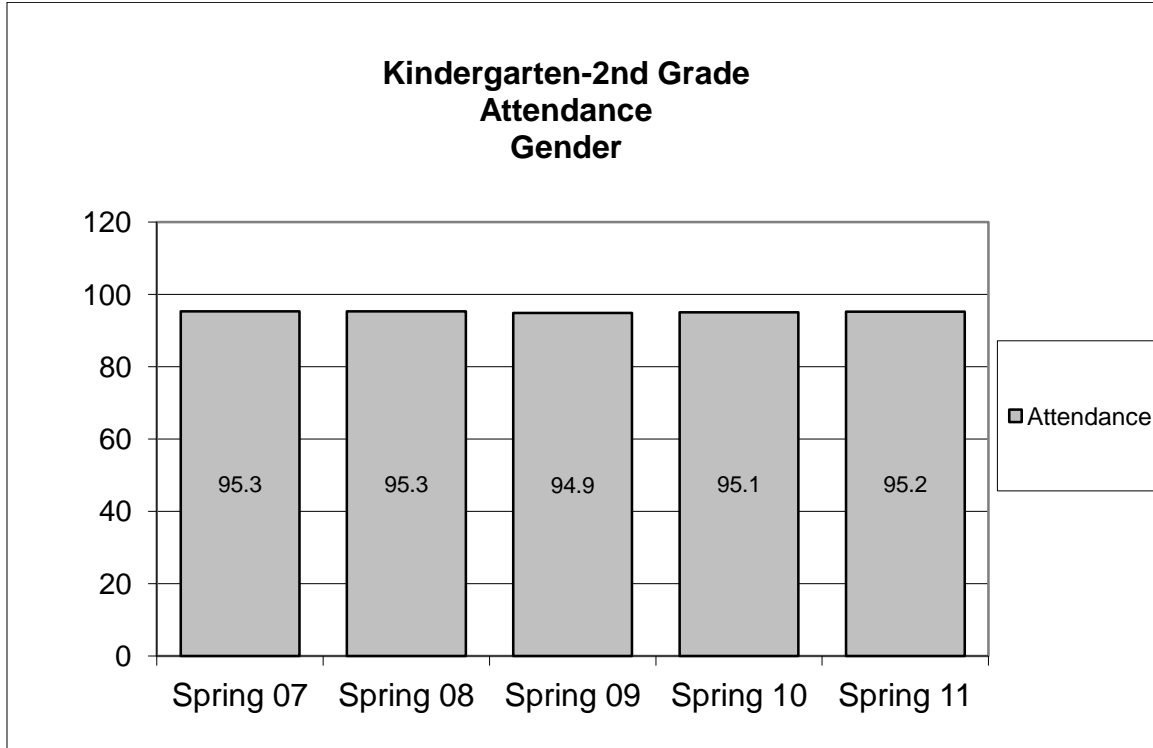
All 2nd grade students are tested in the fall, winter, and spring. The students are given a timed computation test with mixed problems. The results are shown as the number correct in one minute. Scores were higher in the spring of 2008. Scores were significantly lower in the spring of 2010. We are no longer using this assessment. We are going to administer the DIBELS Easy CBM Math instead.



Scores for the 'Low SES' group were higher than any other group in 2007 and 2008. Scores were the lowest in 2010 for all groups.

Responsibility

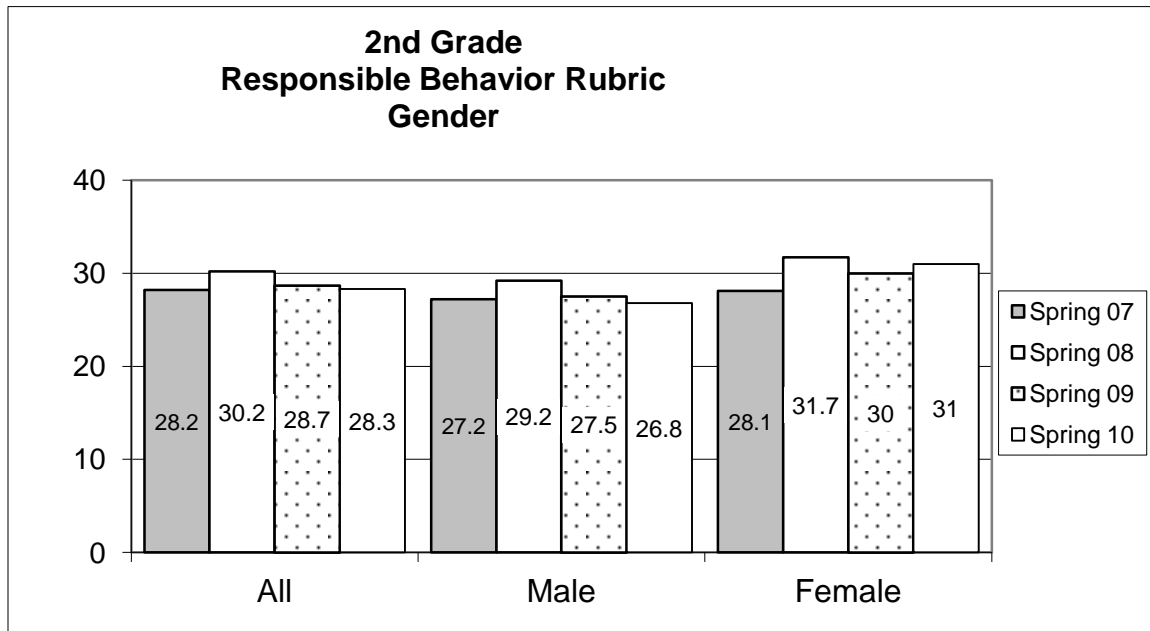
Responsibility
Attendance
Kindergarten – 2nd Grade



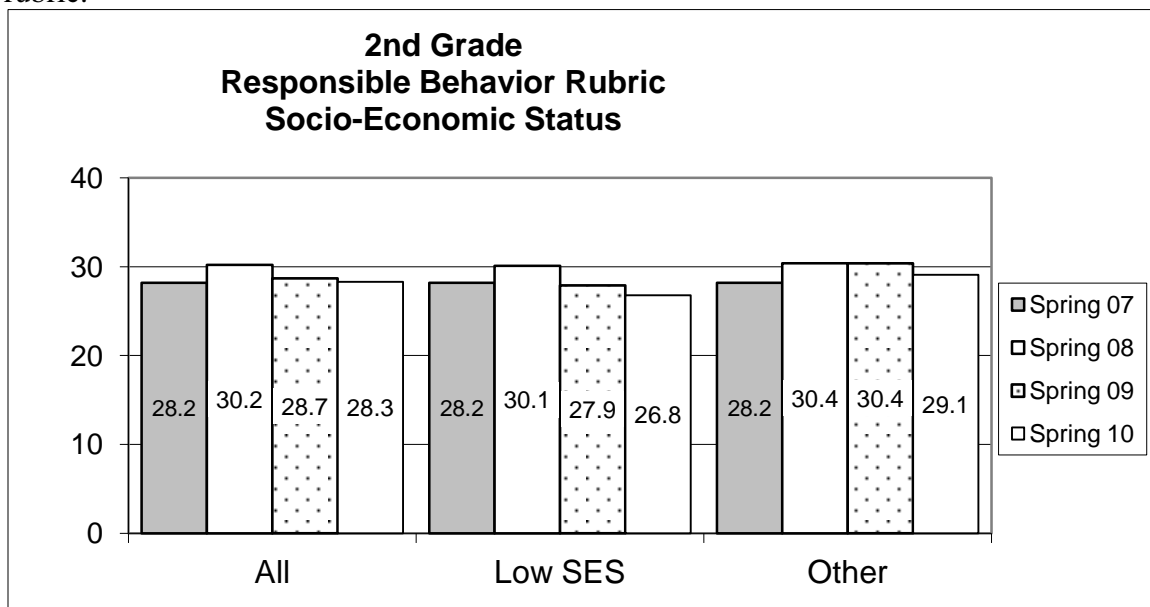
Scores are shown as attendance rate. Attendance rate is the percentage of school days a student is present. Attendance rates have remained steady over the past several years.

Responsibility

Responsible Behavior Rubric
2nd Grade



Scores are shown as the points assessed on the rubric. The classroom teachers assess 2nd grade students on the skills needed for successful school performance. Similar behaviors are assessed each quarter in kindergarten and 1st grade. The score is shown as the number correct out of 35 possible points. Females scored slightly higher than males in all years. We no longer give this rubric.



Scores are shown as the points assessed on the rubric. Students who do not qualify for free/reduced lunches scored slightly higher than those who do qualify for free/reduced lunches. Scores were lower in the spring of 2007.

Section 3

Instructional Profile

Responsibility
Steering Committee

Spring Grove Steering Committee

Toby Van Cleave (Principal) Glenda Reeves
Deann Woodward (Chairperson) Shonda Potter
Teressa Berry

Target Area Committees

Target Goal: Reading

Glenda Reeves
Tammy Perry
Debbie Hart
Ross Bailey

Target Goal: Math

Shonda Potter
Robin Cawyer
Cathi Summers
Devon Bellamy

Employability Skill: Responsibility

Teressa Berry
Cindy Burke
Stephanie Simpson
Jane Stadt
Shawna Henson

Instructional School Organization

Spring Grove Primary Center is a school that serves all kindergarten through second grade students in the Galena Unified School District #499. Kindergarten sessions are full-day. Our building has 3 kindergarten teachers, 3 first grade teachers, and 3 second grade teachers. Our building also houses an Early Childhood Special Education class and an at-risk pre-school.

Title One teachers and paras serve our students through a school-wide Title One program. We have a special education teacher and paras. Spring Grove Primary Center has a computer lab for kindergarten through second grade students. The following support staff members are part-time in our building and are shared with other buildings in the district: media specialist, music teacher, art teacher, and counselor.

An after school program and summer school program are available to assist our students with skills.

Our students receive a variety of curriculum experiences, including reading, language arts, math, science, social studies, and health. These classes are supported by special classes such as music, art, library, and PE. Special projects are woven into the curriculum to enhance learning. These programs include family math, accelerated reader, field trips, and various activities to develop patriotism and career awareness.

Students are dismissed every Friday at 2:30 to allow teachers to attend various meetings. Meetings are held once monthly for curriculum. The other monthly meetings are used as building meetings or as professional development for staff.

Instructional Credentialing

2nd grade teachers and the building NCA chair look at students' scores to determine whether or not students would be credentialed in each area.

*If the student meets the needed score on 2 out of 3 assessments, then the student is credentialed in that area.

*If 4 assessments are used, the student needs to meet the needed score on 3 out of 4 assessments to be credentialed. If the needed score is met on 2 out of 4 assessments, a decision is made based on the quality of all scores and the student's classroom performance.

*If the student was below the needed score on any assessment, teachers have the option of credentialing, but flagging for intervention.

Transition meetings are held in May with parents of 2nd grade students, the 2nd grade teacher, and the receiving 3rd grade teacher. The credentialing document and the intervention plans are discussed with the parent and the receiving teachers.

Kindergarten, 1st, and 2nd grade teachers keep an intervention notebook with a list of interventions for each student. All MTSS interventions and test scores are included.

Section 4

Unique Local Insights

Unique Local Insights

Bullying

Galena USD 499 worked with the Greenbush Bullying Prevention Consortium to address bullying in accordance with Kansas Legislation to develop a district-wide plan to address bullying. As of January 1, 2008, schools were required to adopt policies prohibiting bullying and adopt and implement a plan to address bullying. The Galena USD 499 Bullying Prevention Plan is on the pages following. Spring Grove teachers received training during staff meetings in January of 2008. Students receive Bullying Prevention Education through “Too Good for Violence” program in Kindergarten through Second Grade. Each lesson includes a “Home Workout” activity sheet for students to take home and do with their parents. This program teaches students how to get along well with others and resolve conflicts in a peaceful way.

11-26-07

Galena U.S.D. #499 Bullying Prevention Plan

1. Introduction

The Galena School District has developed a plan to prevent bullying. Bullying is dangerous and disrespectful behavior that will not be permitted or tolerated.

Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy. Some bullying behaviors may require a report to local law enforcement.

2. Definition

- (1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:
 - i. Harming a student or staff member, whether physically or mentally;
 - ii. Damaging a student's or staff member's property;
 - iii. Placing a student or staff member in reasonable fear of harm to the student or staff member; or
 - iv. Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or(B) any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.
- (2) "School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

Spring Grove Primary Center
Galena, KS

3. District Policy

The following bullying policy was adopted by the Galena Board of Education at the regular meeting held on November 12, 2007:

JDDC Bullying (See GAAB, JCE, JGEC, JGECA JDD and EBC) JDDC

The board of education prohibits bullying in any form on school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board. Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

4. Character Development Program

Each building in the Galena School District will develop a character development program, as a way to encourage anti-bullying behavior, that meets the following requirements:

1. "Character development program" means a program which is secular in nature and which stresses positive character qualities.
2. "Character qualities" means positive character qualities which include, but is not limited to, honesty, responsibility, attentiveness, patience, kindness, respect, self-control, tolerance, cooperation, initiative, patriotism and citizenship.

5. Staff Training

The district will provide bullying training for all staff members each year totaling at least two (2) hours within the teachers contracted school year. All school employees must either attend the provided training session live or watch the official film provided by the district in lieu of attendance, with written proof in the form of signing in at the beginning of the live session, or signing the film in and out. Staff supervision by administrators will include attention to

employee efforts to implement the anti-bullying and character education plans required by board policy.

6. Data Collection

Each building will gather bullying data and report the results to the Board of Education at the end of each school year. The data will be gathered from the following sources:

1. Bullying Discipline Referrals
2. School Climate Surveys

7. Reporting

Students may report any bullying incident to any adult employee of the Galena School District. Once they have received a report from a student, it is the responsibility of the employee to promptly contact the principal of the building and inform him/her of the complaint. A letter box will be placed in a location accessible to all students in each building, so students who feel unable to talk to staff can have a point of contact. Once a report has been made, it is the responsibility of the building principal or his/her designee to investigate the incident, and act according to the policies of the Galena School District.

8. Bullying Committee

Each building shall establish a bullying committee that is responsible for coordinating the school's bully prevention program. The committee shall include the building principal, one counselor, at least one teacher, a parent, and at least one student.

FERPA is a federal law designed to protect the confidentiality of student records and the school district must comply with this law, as well as similar state law. When the school administrator contacts a parent about the school district's response to a bullying incident, he/she may discuss information about an investigation, but only to the extent that it may be done without disclosing information about any students other than the student subjected to the bullying.

Unique Local Insights

Environmental Scan

January 25, 2008

The Spring Grove Primary Center staff met on January 25, 2008 to complete an environmental scan. The purpose of the environmental scan is to examine data about the world in which students are preparing to live. Spring Grove Primary Center is a pre-school through 2nd grade building. The building staff discussed skills necessary for our students to be successful at the next instructional level.

The Spring Grove Primary Center teachers determined that our students need to develop proficient skills in reading, math, and writing. These skills are necessary for students to develop responsible behavior. Students need to be able to resolve conflicts, get along with others, and take care of their materials. It is our endeavor to help students at Spring Grove Primary Center develop these necessary skills.