



Superintendent's Message
Dr. David Daigneault

Literacy-Based Promotion Act

New 2013 legislation mandates that third graders must score at an acceptable level on a state assessment in order to be promoted to the fourth grade. The Literacy-Based Promotion Act places an emphasis on grade-level reading skills for students, particularly as they progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion. GSD is currently implementing teaching strategies that will assist in preparing third graders to be adequately prepared for this assessment.

The Legislature intends that each student's progression from one grade to another be determined, in part, upon proficiency in reading. The Act also defines that district school board policies facilitate reading instruction and intervention services to address student reading needs and that each student and his or her parent be informed of that student's reading progress.

The ultimate goal is that every student read at or above grade level by grade 3. GSD will offer accelerated reading intervention to each K-3 student who exhibits a reading deficiency to prevent the necessity of grade 3 student retention. The accelerated reading intervention program will be provided to all K-3 students identified with a reading deficiency by state approved local or statewide assessments and will screen and monitor the reading progress of each student's foundational reading skills each year.

The reading intervention program will assist students exhibiting a reading deficiency in developing the ability to read at grade level, provide intensive development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, provide scientifically based reliable and valid assessments, and provide initial and ongoing analysis of each student's reading progress. These interventions will be implemented during regular school hours in addition to the regular reading instruction.

The reading improvement plan will be created by the teacher, principal, other pertinent school personnel and the parent(s), and shall describe the reading intervention services the student will receive to remedy the reading deficit. Each student receiving reading intervention will be screened, progress monitored, and provided with intensive reading intervention until the student no longer has a reading deficiency.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring below grade level on the grade 3 statewide reading assessment, the student must be retained according to state law. Students retained will be provided intensive reading intervention to remedy the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The reading intervention services will include effective instructional strategies necessary to assist those students in becoming successful readers, and ready for promotion to the next grade.

GSD will conduct a review of student reading improvement plans for all students who scored below grade level on the reading portion of the statewide assessment and who did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services needed to correct the identified area(s) of reading deficiency.

Grenada School District Weather Procedures

In the event of inclement weather, Grenada School District evaluates all of the available options to ensure the safety of our students. To make the best decision, our Transportation Director Benji Britt travels the roads through the night to ensure our bus drivers and our students can arrive safely if there is bad weather. Our administration is in contact with the weather service and checks weather maps through the night and each day before evaluating all data to make the best decision for our students.

In bad weather, the District may cancel school, release students early, or call for a late start. Each one of these options may be announced using our AIM notification system, may be posted on our website and our Facebook page, and may be announced on local radio and television stations. If you are not receiving telephone calls through the AIM system advising of school closings, please contact your child's school to verify your telephone information.

LATE START PROCEDURE

In the event of a late start, there will be a two-hour delay in bus pick up and the start of classes. For example, on normal days, if your child's bus comes at 6:30 a.m., on the day of a late start, the bus would not pick up your child until approximately 8:30 a.m. The following schedule will be followed in the event of a late start:



Photo by Stephanie Raper

GHS Basketball Cheerleaders (l to r) Tyra Jones, Althia Topps, Jo Lesha Holloway, Aja Bradley, Jalliyah Hardiman, Jhayla Maxie, Jakayla Myers, Amanda Conley, Keinundria Dorris, Lexy Moss, Moniquis Baker, and Amanda Kendrick were excited to see the recent snow.

Grenada High School

Reg. Start - 7:50 a.m. Late Start - 9:50 a.m.

Grenada Middle School

Reg. Start - 7:50 a.m. Late Start - 9:50 a.m.

Grenada Upper Elementary

Reg. Start - 7:40 a.m. Late Start - 9:40 a.m.

Grenada Elementary

Reg. Start - 7:50 a.m. Late Start - 9:50 a.m.

Even with a late start, there may be several bus routes that are difficult to travel. If it is determined that buses should not travel these routes when a late start is called, alternative means of transportation may be provided or these students may be excused from class. If this situation occurs, the Superintendent and our transportation department will make this determination and make every effort to contact the families on these routes.

Assigned teachers will be on duty at the regular morning times for students whose parents MUST drop them off early. Please note, a late start would not delay dismissal times.

Remember, if you do not see a post about a school closing, then the District is in session. As a public school we are required by law to attend a certain number of days each school year. To have a day counted as a school day we must attend a Mississippi Department of Education specified number of hours. When we have to close schools, we are required to make up the days, which will interfere with Easter, spring break or summer.

We appreciate the cooperation that parents, students, and staff members have shown. Please remember that the safety of our children is our greatest concern.

GES Students Celebrate 100th Day of School



Photo by Kerry Waugh

Displaying their 100th day creations are (l to r) Bryson Waugh, Emmory Elliot, Stone McCrory, Eva Kellen Carpenter, Maddie Yawn, Tristan Johnson, and Anna-Tate Brown.

By Martha Liberto
GES Art Teacher

Each year, students and teachers at Grenada Elementary School celebrate the 100th day of school. Activities range from exercise reps of 100 to creating necklaces with 100 beads. Nancy Denley, a K-1 looping teacher explains, "While we are literally celebrating the 100th day of school, we are really

exploring various concepts that can be taught using the number 100. The celebration is just a way to get students excited about learning."

Students around the school learn to count to 100 using various methods, learning numbers, fives, tens, and tallying. It's also a chance for parents to get involved in take-home projects. This year students created posters that displayed 100 items. Many wore hats

with 100 things added for decorations. Learning activities were not limited to math. Dianne Brewer says, "We use the 100th day of school as a fun writing prompt. The students do a creative writing assignment on how they will look when 100 years old. The kids love it, and they are able to develop their writing skills."