



STUDENT PARENT HANDBOOK

Love. Lead. Empower.

2019-2020



MISSION STATEMENT

Love. Lead. Empower.

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Tammy Hash, Instructional Coach

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EDUCATIONAL PHILOSOPHY

We at Campbellsville Elementary School believe that our school should provide meaningful experiences and opportunities for the maximum development of each pupil as a contributing and participating citizen in our society.

The belief that each student presents a unique pattern of characteristics and requires unique services lies at the heart of our school philosophy.

We believe that the interests, attitudes, skills, and abilities developed in the elementary school must function in the daily lives of the students if they are to be best served through educational experiences. **We are committed to preparing all students for college.**

We believe that learning best takes place:

- When a stimulating and happy environment is provided
- When there is a great variety of active learning experiences
- When activities are vital and meaningful to those participating
- When students set high quality standards in work habits and workmanship for themselves
- When each student receives assistance in the development of self-concept, decision-making skills, and responsible citizenship in home, school, and community
- When planned experiences are in keeping with the developmental growth of students.

EDUCATIONAL OBJECTIVES

The faculty, staff, and administration of Campbellsville Elementary School believe that each student must be assured of an opportunity to achieve their full potential consistent with his or her abilities. The following educational objectives are therefore established. Each student should attain competency in the basic learning skills consistent with his or her ability.

1. Each student's progress through the educational system should be based on individual achievement.
2. Each student should be taught and strongly encouraged to develop ethical standards of behavior, respect for self and others, good moral behavior, an understanding of the responsibilities of a citizen, and sound habits of personal, physical, and mental health.
3. Each student should be provided an opportunity to develop a positive and realistic concept of self and others.
4. Each student should develop his/her capacity to reason, analyze, and make responsible decisions.
6. Each student should develop his/her capacity to discipline him/herself to work, study, and play.
7. Each student should develop loyalty to American democratic ideals.
8. Each student should develop knowledge and appreciation of the rights and privileges of our American democratic society.

9. Each student should develop understanding and appreciation of the principles of living in the family group.
10. Each student should develop a clarification of values.
11. Each student should develop the attitude and skills leading to the acceptance of responsibilities as a family member.
12. Each student should develop an appreciation of good workmanship.
13. Each student should develop an understanding of the value of education in meeting the demands of a changing society.
14. Each student's needs are met regardless of his/her race, culture, or gender.
15. Each parent/guardian and community member is encouraged to show concern for the education of our children.

SCHOOL-BASED DECISION MAKING COUNCIL

Campbellsville Elementary School is governed by a School-Based Decision Making Council (SBDM), made up of two parents, three teachers, and the principal. This group form policies for the school that are implemented by the principal. The teacher members are elected by their peers and the parent members are elected by eligible parents. The Council depends on three standing committees, Culture, Academics, and Leadership, made up of parents and teachers who make recommendations for policies and procedures that govern the school. Ad-hoc committees may be appointed as needed.

REGULAR SCHOOL HOURS AND SCHEDULE

The official opening and closing of the school building is **7:20 a.m. and 3:45 p.m.** respectively. The actual school day is from **8:00 a.m. to 3:00 p.m.** **All students are expected to be in their rooms in their seat by 8:00 a.m. Those students arriving after 8:00 a.m. will be considered tardy.**

At the close of school, students who are transported by their parents will leave at 3:00 p.m. **For safety reasons, parents cannot enter the main building during school hours.** All students riding a bus will follow the procedure adopted by the school at the beginning of each year.

EMERGENCY CLOSING OF SCHOOL and IMPORTANT MESSAGES

During inclement weather, Campbellsville Independent Schools may be closed or operate on an alternative schedule. Please listen to your local radio station or for a recorded **one-call or text** between 6:00-7:00 a.m. to hear the schedule on such days.

ATTENDANCE PHILOSOPHY

In accordance with KRS 159.010 and KRS 159.150 requirements, the Campbellsville Elementary School adopted the following intent to improve student attendance, reduce potential dropouts, and encourage more effective communication between the home and the school.

Statement of Attendance Plan: If a student is absent from school, **the parent or guardian shall either call the school or send a note stating the reason for the absence.** The note should be sent to the office to be recorded on the attendance record and filed in the CES Office. Upon the basis of the information furnished by the parent or guardian, the absence will be determined excused or unexcused. After the student has returned to school from the absences, you will have two school days to get a note to the school. If a note is not provided to the school in this time, the absences will be counted as unexcused.

Definition of an absence: A child's attendance will be based on the percentage of the day he/she is in attendance.

Definition of a tardy: A student who is not in his/her assigned classroom seat when the tardy bell rings at 8:00 a.m. is recorded tardy for the day. This tardy will be considered unexcused unless for the reasons listed under excused absences. **One tardy will count against Perfect Attendance.** A student is marked tardy if it is necessary for that student to leave early.

Definition of Perfect Attendance: A student who is neither absent nor tardy during the entire school year is considered to have perfect attendance. Perfect attendance certificates are presented to those students who have met the above criteria. **ONE TARDY OR EARLY DISMISSAL WILL COUNT AGAINST PERFECT ATTENDANCE.**

Definition of truancy: Any student absent or tardy from school without a valid excuse for three days or more is truant. Any student who is reported as truant three or more times is a habitual truant. Being absent for less than half of a school day shall be regarded as being tardy.

Excused Absences: Absences from class, which may be excused, are:

1. Illness of the student
2. Injury to the student
3. Severe illness or death in the student's immediate family
4. Medical or dental appointments (A doctor's statement will be required following the absence.)
5. Orders of the court
6. Special activities or circumstances if approved in advance by the principal or the principal's designee
7. One day for treatment of lice per occurrence (no more than a total of 3 occurrences per year).

NOTE: All other absences will be considered unexcused. Students should not be absent for a full day for a doctor's appointment or court appearance. We encourage parents to use Early Release Days for doctor and dentist appointments.

Unexcused Absences: Absences from class, which may not be excused, are:

- | | |
|--------------------------------|------------------------|
| 1. Indifference of a caretaker | 7. Suspension |
| 2. Truancy | 8. Overslept |
| 3. Poverty | 9. Out of town |
| 4. Working | 10. Juvenile detention |
| 5. Missed bus | 11. Baby-sitting |
| 6. Distance | |

Early dismissals: One early dismissal counts against Perfect Attendance. After a total of 10 absences, in one year for a student, a doctor's statement, which specifically states why the child was unable to attend school, will be required in order for that absence to be excused. The student may be subject to court action by the Director of Pupil Personnel.

RESIDENCE

A child is required to attend school in the same district as his residence. The only exception is if the student is placed on the tuition/exchange list (1955 OAG 37.765).

CHANGE OF ADDRESS

Parents/guardians must notify the school immediately upon any change of address or telephone number.

PRE-ARRANGED ABSENCES

An absence may be pre-arranged. When parents know in advance that their child will miss school, advance arrangements must be made through the principal or principal's designee. The parent/guardian is responsible for obtaining and properly filling out a Pre-arranged Absence Form from the office of the principal.

The principal or designee will present it to each of the indicated teachers for their signatures and assignments for the duration of the absence. After the form is completed, it should be returned to the teacher(s). All planned absences must be arranged at least **five** days in advance. There shall be no more than **five** days of pre-arranged absences per year. **There will be no pre-arranged absence approval the first two weeks or the last two weeks of school.**

MAKE-UP WORK

Students having excused absences shall be allowed to make up work. It is the student's (parent's/guardian) responsibility to contact the teacher concerning make-up work. The counting of the days for make-up work will start with the second day after the student has returned to school following the period of absence. Students will be allowed the same number of days to submit make-up work as were days of excused absence.

MAKE-UP WORK WILL NOT BE ALLOWED FOR STUDENTS WHO ARE ABSENT DURING A SUSPENSION. Any project or homework assignment before a suspension occurs will be accepted for credit. However, any material due during a suspension is the responsibility of the student (or parent/guardian) to turn in by the due date.

ILLNESS AT SCHOOL

If a student becomes ill or has an accident and cannot remain at school, the parent(s) or the person designated on the emergency form will be contacted immediately to come for the child. Emergencies will be taken care of until the parent or the designated person arrives.

LEAVING CAMPUS

Students must remain at school at all times or check out through the principal's office. Students leaving campus during the school day without permission will be subject to suspension or other disciplinary action.

PRIMARY PROGRAM

The Kentucky Education Reform Act was premised on the belief that all children can learn. This belief is the foundation of Kentucky's primary school program "which means that every student will have the opportunity to learn at their own individual pace". The Primary Program includes students spending an extra year or having an early exit. The Primary Program includes all the following attributes:

- ☐ **Developmentally Appropriate Practices-** mean that children are taught based upon their individual readiness for the content, skill or instructional approach. Thoughtful Classroom strategies are utilized in all core content areas.
- ☐ **Continuous Progress-** means that each child is expected and allowed to progress through the primary school program at his/her own pace of learning, recognizing that all individuals learn at different developmental rates.
- ☐ **Multi-Age & Multi-Ability Grouping-** means that children are grouped in the school for learning in much the same way as children participate in groups within their family or community, rather than solely by the child's age. Groupings are flexible, and may change during the school day.
- ☐ **Authentic Assessment-** means the ongoing documentation of what students learn and do in their day-to-day classroom activities. It includes the teacher's notes on what he/she observes a child doing in class, work samples, logs of books read, projects completed, experiments conducted, information obtained from conferences with parents, and other methods.
- ☐ **Qualitative Reporting-** means that a child's progress is communicated to the child and to his or her family in a manner that focuses on the growth and development of the whole child.
- ☐ **Professional Teamwork-** means that all school staff (teachers, administrators, specialty teachers, teacher assistants, etc.) talks and plan together on a regular basis.
- ☐ **Positive Parent Involvement-** means that schools actively seek to increase parent participation in supporting their child's learning.

CURRICULUM

Reading/Language Arts

The language arts curriculum is an integrated program where students expand their ability to think, listen, speak, and write as they engage in the reading and writing process. The five essential components of reading will be taught daily through instruction and literacy centers. The whole language units are organized by themes to incorporate science/social studies. Our main objective is for every student to read on or above grade level. One on one instruction, small groups, peer tutoring, and cooperative groups are used to reinforce skills. We also encourage students to advance their reading skills with the Lexia and Reading Plus web-based programs. All students are encouraged to read books outside of school.

Mathematics

Our math curriculum is a standard based, research-based program that substantially raises expectations with respect to the amount and range of mathematics that children can learn. It provides activities for children and support for teachers that enable them to meet these higher expectations. It emphasizes conceptual understanding while building a mastery of basic skills. It is based on how children learn, what they're interest in, and the future for which they must be prepared.

Social Studies

The social studies program seeks to develop sensitive, informed individuals prepared for effective citizenship in our increasingly diverse and complex society. The program includes development of basic skills of research in the study of interrelationships of people with their environment using an interdisciplinary approach. The program is implemented through the use of teaching strategies that actively involve learners in the process of inquiry. Many of the concepts are taught as part of the whole language curriculum.

Science

The science program is a blend of hands on science experiments and traditional science lessons or units. Our science classroom acts as a laboratory throughout the year with experiments and projects. The science classroom provides extra materials, activities, and hands on experiences for all of our students.

Art

Our art program provides every student with opportunities to develop the necessary skills needed for self-expression. Art is unique in its ability to increase the student's visual awareness. The areas of drawing, design, painting, printmaking and sculpture are some of the tools used for teaching lifelong skills. Our art program provides involvement in our cultural past and improves understanding of the world in which the students live.

Music

Our music curriculum provides every student with opportunities to develop the student's musical potential through an awareness and understanding of the art of music. The sequentially developed curriculum introduces great works of music, literature, concepts of music, singing and playing instruments.

Physical Education and Health

Our physical education and health program provide opportunities for development of desirable social, emotional, and physical behaviors. Our program is concerned with the child's physical fitness and development, along with developing appropriate lifelong healthy choices.

MEDIA SERVICES

All students have opportunities to visit the library on an individual basis and with their class when accompanied by their teacher. The library media specialist and the teacher will work together to introduce and expand students' knowledge of the different types of literature, library skills, reference skills, and support of the school curriculum.

Students may check out one to two books, depending on the grade level for a period of two weeks. These must be returned before more books may be checked out. If the book should become lost, the student is expected to reimburse the school on a commensurate basis for the cost of the book. Fines are not charged if the book is returned late.

All students will be allowed to take books home as soon as their teacher believes that they are capable of taking care of their book and returning it to school.

SPECIAL SERVICES

To better serve the needs of all our students, we offer the following services: Gifted/Talented, Math Intervention, Reading Intervention, Title I, Special Education, Speech, Occupational, and Physical Therapies.

HOMEWORK GUIDELINES

Homework will reinforce skills that the student has practiced in the classroom.

1. Homework will be assigned as needed by the student or if the student did not complete assignments in the classroom.
2. Homework will not be assigned on weekends or holidays.
3. The time a student spends on homework will approximate the following averages:

LEVEL	FREQUENCY	TOTAL DAILY TIME *
K(P1)-P2	Minimum as needed	10-15 minutes
3-5	2-4 days/week	20-25 minutes

DAILY READING IS EXPECTED OF ALL STUDENTS

4. Thorough written and/or oral directions will be given to all students.
5. The student will work sample homework items in class so that the teacher can check for understanding and give needed assistance.
6. Homework will require only resources that are available to the student.
7. The teacher will provide feedback on homework within a reasonable length of time.
8. A student having excused absences will have the number of days absent to make up missed work.
9. Requirements, procedures, and time lines for long-term assignments will be given and explained well in advance of the completion date. The teacher will assist the student in monitoring his/her progress throughout the process.
10. Completion of all homework assignments will be reflected on the student's progress reports and/or report cards.
11. The school will consult with parents/guardians concerning a student's repeated failure to do homework.

*Times may vary depending on the ability of the child.

HOMEWORK POLICY (from SBDM Policies)

ROLES AND RESPONSIBILITIES

<u>Person or Group</u>	<u>Responsibility</u>	<u>Time Frame</u>
Teacher	Shall assign homework in a manner that will ensure that practice is intense	All year
Teacher	Shall assign homework in a manner that is supervised	All year
Teacher	Shall assign homework in a manner that will ensure quality	All year
Teacher	Shall assign homework in a manner that will ensure the following critical homework considerations are in place: a. Duration: 5-8 minutes of intense practice b. Amount: the smallest chunk that still retains meaning c. Frequency: for new learning it should be often and immediate; after the initial learning, distributed practice d. Quality: practice will be closely monitored by the teacher and will be done primarily at school where its quality can be insured, incorrect practice producing incorrect learning shall be minimized e. Modifications/differentiation/choice: teachers will take into consideration each child's developmental and learning needs; Adjustments to assignments will reflect the child's IEP, 504, or Gifted Education Plan.	All year

HOMEWORK INSTRUCTION

Most practice will be done at school under the supervision of the teacher.

Teachers will carefully consider the implications of homework based on brain research and the impact of practice.

Homework will be assigned primarily as study for tests, project development (especially where parent involvement is sought), long term project creation that cannot be completed at school, and reading.

GRADING GUIDELINES

3rd- 5th grade teachers will use the traditional 10 point grading scale.

100 – 90	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

Kindergarten, 1st, and 2nd grade teachers will use the following to show student progress through mastery:

“M” stands for “Meets Standard” or “Mastery”

“P” stands for “Progressing”

“N” stands for “Needs Improvement” or “More Time Needed”

A mark of “M” will require students to perform a standard at 80% accuracy or above.

A mark of “P” will require students to perform a standard between 65 – 80% accuracy.

A mark of “N” shows students are performing a standard with 65% or less accuracy.

PRIMARY SCHOOL

Kindergarten (P1) through P4

Campbellsville Elementary School participates in the primary program as mandated by law. Primary is defined as the part of Campbellsville Elementary School in which a child is enrolled from the time they enter school until they are ready for fourth grade.

Children entering the primary program must be five (5) by August 1 of the year enrolled.

Children progress through the primary program at their own rate. Most children will complete primary in four years, but may take up to five years to develop the skills necessary for success in fourth grade. Each child moves through the program with steady, continuous progress toward overall physical, emotional, social, and academic development. Primary teachers will meet with parents to discuss whether their child should continue in the primary program.

Teachers will report the progress of the students with the use of checklists, anecdotal notes, and/or traditional grading. These reports may include:

1. What the child can do;
2. Examples of the student’s work (i.e. writing samples, completed projects, logs of books read, and other samples);
3. Specific areas of accomplishments and/or concerns;
4. All goals (intellectual, social, emotional, etc.);
5. Strategies the teacher is using and will use to assist the child in reaching these goals, and suggestions for what families can do at home.

Steps in Verifying Successful Completion of the Primary Program

Step 1

During February and March, primary teachers complete an informal survey of the children in their classroom, using teacher observations, anecdotal records, student products or performances, student self-reflection documentation, journals, a variety of work samples, checklists of academic, social and developmental progress, report cards, conferences, and other evaluation information that has been gathered over the year. [Bolded items are evidence required by 703 KAR 4:040 (2) and (6)].

Step 2

Teachers should complete this process using the Kentucky Primary Program Student Information Form or an equivalent instrument developed by their school or district for only those students whose progress indicated that they may benefit from more or less time in the primary program.

Step 3

Primary teachers meet in small groups with other primary teachers and fourth grade teachers to discuss information they have gathered about children who may benefit from more or less time in the primary program. Administrators, special education teachers, gifted education teachers, and/or other support personnel may also take part **in these discussions.**

Step 4

Primary teachers and parents meet to discuss whether their child should continue in the primary program. The parent-teacher conferences should take place at least 30 days before such a decision takes effect. During these conferences, teachers and parents should focus on:

- what the child can do
- examples of the child's writing, completed projects, audio/video tapes, records of a student self-evaluation, logs of books read, and other samples of student work
- specific areas of accomplishment and or concern
- the Six Learning Goals and the Program of Studies for Primary
- Strategies the teacher is using and will use, and suggestions for what families can do at home to support their student

Retention/Repeating a Primary Level

In January, teachers will review their students' performance to identify any students who may be at risk of needing to be retained in a grade, and will notify the principal (or principal's designee).

The principal (or principal's designee) and the student's teacher(s) will meet with the student's parents, the counselor, and appropriate other adults. The purpose of the meeting will be to develop a consensus plan of steps to help the student achieve and avoid retention, which may include any combination of the following strategies:

1. Extended School Services (ESS)
2. Computer-based learning
3. Special strategies in the regular classroom
4. Special strategies for work at home
5. Any other approach that appears likely to assist that student to succeed.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal (or principal's designee) will determine what steps will be taken. This step will be completed by February. Once a plan is adopted, the principal (or principal's designee) will designate a teacher to communicate with the parent at least every two weeks about how the plan is working. If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal (or principal's designee) and begin the process described above.

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students will need to be retained in the grade.

In May the principal (or principal's designee) will:

1. Review each recommendation.
2. Consult the relevant teacher about any concerns. This consultation is not needed if the principal (or principal's designee) is fully comfortable with the recommendation.
3. Notify the student's parents that retention has been recommended and of the process described below.

Also in May, the principal (or principal's designee) will hold a meeting to develop a consensus plan of steps to ensure that the student succeeds during the next school year. The teacher is responsible for that grade, the parents, and any other staff the principal (or principal's designee) considers relevant will be invited to the meeting. The resulting plan may include any combination of the strategies listed above and may also include:

1. Summer ESS
2. Special strategies in the regular classroom
3. Special strategies for the student's work while continuing in the same grade for all or part of the next year

4. Special strategies for the student's work while moving to the next grade for the next year.

ROLE OF THE GUIDANCE COUNSELOR

The major role of the counselor is to help students, parents, and teachers work together as effectively as possible.

The counselor's role with students is positive and preventive in nature. Our counseling program is for all children. Students participate in individual and group counseling, class activities, and motivational groups. The counselor provides counseling related to normal adjustment problems of childhood, as well as difficulty involving home, school, peers, and others. When a child exhibits symptoms of very severe emotional or adjustment problems, the parent/guardian may inquire at the counselor's office for information concerning outside agencies and persons who specialize in diagnostic psychological evaluation.

The counselor serves parents by providing consultation, interpretation of test scores and making referrals when asked to do so by the parent. Parents may contact the counselor whenever they have concerns about their child.

GUIDANCE SERVICES

When You Need Help

All students need help with the typical problems of growing up. Some situations that may indicate a need for assistance are:

- Difficulty in school
- Conflicts within the family
- Difficulty in getting along with peers
- Presence of anxieties or fear
- Personal loss or grief experiences

What can be done?

Students can be helped to look at themselves more realistically and to: know and understand themselves, improve relationships, understand their talents and weaknesses, solve school and personal problems, make career plans and decisions, obtain practical information about jobs, education, and training.

Who

Counselors can help by serving students and their needs.

How

- Counseling individually with students
- Working with parents
- Working with teachers
- Interpreting test information

- Providing career, school, and personal-social information
- Counseling in groups for solving problems and making decisions
- Working with community agencies

TRANSITION PLAN

Pre-School/Headstart to Campbellsville Elementary School

Student Experiences:

- “My Big School” Teaching Unit
- CES counselor meets with all students
- Video of CES
- Attend the kindergarten musical
- Kindergarten teachers visit the pre-school and Headstart site
- Tour classrooms
- Visit CES for lunch
- End of year program is held at CES with the current kindergarten students
- Kindergarten teachers are introduced to in-coming students
- Pre-school staff receives students at CES on opening day
- Transition meetings are held for students with IEP’s

Parent Opportunities

- Parent meeting with CES counselor
- Special education transition meetings (annual reviews) are held at CES
- Attend the kindergarten musical
- July letter of teacher notification and supply list
- Registration night open house-parents tour CES
- Kindergarten packets are given in a home visit

Professional Development:

- Pre-school teachers attend professional development at CES
- Parent involvement coordinator liaison attends CES faculty meetings and shares with pre-school staff

Scheduling:

- Parent involvement coordinator assists with kindergarten student scheduling

Campbellsville Elementary to Campbellsville Middle (5th to 6th Grade)

Student Experiences:

- Orientation bags

Parent Opportunities:

- Wednesday folder will have a parent letter explaining transition activities
- Summer open house for new 6th grade students to receive schedules and to meet teachers

DETENTION HALL

The principal may establish a detention hall to be supervised by staff members. The detention hall shall meet after regular school hours with each session lasting no less than 15 minutes and no longer than one hour. The detention hall shall serve as an alternative for students involved in certain disciplinary infractions. Students who are interrupting instruction for other students may be removed from the regular classroom setting until they are able to return to class.

Students may be detained at the close of school for correction in either scholarship or conduct. Written notification will be sent to the parent/guardian at least 24 hours before the student is to remain after school (unless otherwise specified). Parents/guardians may give permission by telephone for detention to be served the day the infraction occurs if the infraction warrants such an action or for younger students who need more immediate consequences. **Failure to take the notice home or return the notice to school will be a violation of the Code of Acceptable Behavior and Discipline Policy and will be treated as such.***

***See Code of Acceptable Behavior and Discipline Policy for further information concerning student discipline.**

PLAYGROUND RULES

1. All students are to stay within the playground boundary lines.
2. After leaving the building, students should not re-enter the building without permission from the teacher.
3. Stay alert to the safety of others while using the playground.
4. Any misuse of playground equipment will result in the removal of the student's playground privilege.
5. Hitting and rough play on the playground will not be permitted.
6. There is to be no wrestling, pushing, fighting, or tackle football on the playground.
7. Students must go down the slides with feet first.
8. Students must not pick up glass or dangerous objects from the playground. Instead, they should notify the teacher in charge.

9. Students are not to stand while swinging.
10. Classroom teachers may designate further playground rules

CAFETERIA RULES

Lunch is a part of the regular school day and should be an enjoyable, relaxing time for students. In order for students to have a relaxing lunch, we ask that students observe the following:

1. Walk quietly into the cafeteria and remain so while waiting in line, and while leaving the cafeteria.
2. Try to get everything you need (napkins, straws, silverware, etc.) when you go through the line.
3. Keep your hands, feet, and objects to yourself.
4. Having “fast food” deliveries for lunch is in competition with the district lunch program and is not permitted.
5. Carry your tray carefully.
6. Students may sit by friends, unless seats have been assigned. All students will sit with their respective class.
7. Use proper manners and treat everyone with respect.
8. Before returning your tray, be sure the table where you ate is clean and if something is spilled, wipe it up or ask for assistance.
9. Use a 6-inch voice while speaking.
10. Do not save places at the table.

Persistent misbehavior in the lunchroom will result in a punishment as it relates to the discipline policy.

BUS RULES

The privilege of riding the school bus is conditioned by a student’s behavior and following the rules and regulations that have been adopted by the school district. (Consult the Campbellsville Independent School District’s Bus Rules and Regulations.) Remember that the bus driver is in charge of the bus and students. **Pupils may lose the privilege of riding the bus if they misbehave while on the bus, at the bus stop, or in the bus room.**

You may ride only the bus to which you are assigned unless the principal or principal’s designee gives written permission. **Changing buses requires a written request from the parent. No bus change request by phone will be accepted after 1:00 p.m.**

DRESS CODE

Appropriate dress is expected of students attending Campbellsville Elementary School. Listed below are the expectations.

1. Any apparel that disrupts the education of the students will be responded to as deemed necessary.
2. Students may not carry or wear anything that advertises drugs, alcohol, or tobacco products, or that promotes/suggests lewd messages, violence, or violent behavior.
3. Clothing must not have holes or tears, and must have finished hems (no cut-offs or frayed edges).
4. Sunglasses will not be worn in the school building.
5. No head coverings are to be worn in the school building. (Exceptions are given for religious or medical reasons.) Hats and gloves must be removed upon entering the building.
6. No bandannas, combs (picks), or chains are to be worn in the school building.
7. **If sandals are worn, they must have a strap around the ankle.** Shoe elevation may be no higher than 2 inches. **No flip-flops.** No shoes with wheels.
8. Key chains are not to be worn, and must remain in students' book bag or pocket.

HEALTH RECORDS

Kentucky law requires students to have current health records on file at the school. Each student shall have on file:

1. Certified birth certificate (Hospital certificates are not certified.)
2. Up-to-date immunization certificate
3. Physical exam
4. Social Security Number
5. Eye Exam
6. Dental Screening/Examination Form

LOST AND DAMAGED TEXTBOOKS OR LIBRARY BOOKS

Kentucky Administrative Regulation requires that students be charged 100% of the retail price for textbooks lost during the first two years of the adoption cycle. During the third and fourth years, 75% is to be charged, and 25% thereafter. If a child damages a textbook, he/she will be charged according to the extent of the damage. No book will be issued to replace a lost or damaged book until after payment is received for the original.

Lost or damaged library books will be reimbursed at the same rate as textbooks listed above. Students will not be allowed to participate in year-end activities if textbook or library book fees are owed.

MEDICATION

If it is necessary for a child to receive medication at school, it is required that the parent/guardian send a signed statement authorizing school personnel to give the child the prescribed amount. Any child who is required to receive medication on a regular basis must have a Medical Authorization Permission Form on file at the school.

OUTSTANDING DEBTS

Students who have not met financial obligations to the school shall not be entrusted with any further obligations until outstanding debts have been removed.

ASSEMBLY PROGRAMS

Several Fridays throughout the year, our students will meet in the gym for Friday Assembly. Other educational assemblies will be scheduling during the school year. When you go to a program, walk quietly and orderly. At the program, remember to respect the rights of others who wish to listen and participate.

LOST AND FOUND ITEMS

All lost and found items should be reported to the Family Resource Center. When you find an item or book, you should see that it is placed in the principal's office. If you have lost something, you should first check FRYSC.

LUNCH MENU

A menu appears on the school website and Facebook pages monthly.

LUNCH AND BREAKFAST COST

All Campbellsville Independent students will be provided both breakfast and lunch at no cost. This is part of an outreach program in which our schools qualifies.

LUNCH PAYMENTS

Students can purchase additional items as they pass through the serving line. The cafeteria will also have a variety of extra food and drink items available for purchase. These purchases can be made at the end of the serving line, or payment for these items can be made in advance on-line. The cafeteria can't charge these items to an account.

INSURANCE

The Campbellsville Independent Board of Education offers accident insurance for those who wish to purchase the policy. This accident insurance covers medical treatment for students who suffer an accident while at school or while participating in a school-sponsored event. This coverage is considered secondary coverage (i.e., if a student is covered under parent's insurance, the school's coverage would be secondary to the parent's primary insurance policy). If the students or parents are not covered under any insurance policy, the school's insurance would provide for medical treatment.

PICTURES

Each year CES provides an opportunity for parents to purchase pictures of the students that are made by professional photographers. Notice will be sent home to inform parents when pictures are to be made.

YEARBOOKS and other MEDIA Projects

Yearbooks and other media projects, created by students and/or a teacher sponsor, will be available for purchase. Notice will be sent home giving the details of the price and delivery.

PARENT INVOLVEMENT

Research shows that students make better academic progress when parents and the school have a close working relationship. We encourage parents to take an active part in the school's programs and to learn about the student's experiences. We urge you to learn of these experiences through volunteering at school, student led conferences, visitations, participation on SBDM Committees, PTA membership, written communications, and telephone calls. To give each student the best education possible, it takes a team effort of the parent, student, teacher, and administrator.

TELEPHONE CALLS

The use of the telephone by students during school hours will be considered on an individual basis. Students will be called to the telephone only in case of an emergency.

Calls to Teachers: Please call your child's teacher during the teacher's planning time in order to avoid disrupting instructional time.

VOLUNTEERS

Parents are invited and encouraged to volunteer at CES. Volunteers do many important jobs-from serving as teacher's aides to helping with group activities. We encourage you to get involved. **WE NEED YOU!** If you would like to volunteer your services, contact the school (465-4561) or FRYSC (789-2718).

According to School Board Policy, the school district shall conduct, at district expense, a criminal records check on all volunteers who have contact with students. This includes traveling on field trips with the students.

SAFE SCHOOL

Campbellsville Elementary is committed to providing our students with a safe and positive environment. All visitors must report to the front door for entry into our building. All side doors will be locked at all times. **The foyer door will be locked at 8:00 a.m. and will remain locked until 3:00 when students are dismissed for parent pick-up.** Entry into the building will require you to have a background check on file and check-in with the secretary in the foyer area. Please have all students in the building before 8:00. Remember after 8:00 the student will be considered tardy.

CAMPBELLSVILLE INDEPENDENT SCHOOL DISTRICT
FAMILY AND YOUTH RESOURCE CENTER 315

Roberts Road or 230 West Main Street, Room 1205

Phone 270-789-2718

Family Resource and Youth Service 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 assisting children, youth, and families in meeting some of their basic needs. This is done by providing community services at the centers or by linking families to agencies in their communities. Family Resource or Youth Service Centers are developed by single schools that have at least 20% of their students eligible to receive free school meals.

Centers receive a state grant based on the number of students eligible for free school meals. However, once a center is established, all children and youth (and their families) can use its services, regardless of the income of their families. Services will be especially beneficial for those youngsters who are at risk of not performing well in school.

A Family Resource Center serves elementary school-aged children and their families. Services include:

- Assistance with full-time preschool child care for children two or three years of age
- Assistance with after-school care for children ages four through twelve
- Health and education services for new and expectant parents
- Education to enhance parenting skills and education for preschool parents and their children
- Support and training for child day-care providers
- Health services or referral to health services

TALENTED AND GIFTED IDENTIFICATION AND DIAGNOSTIC PROCEDURES FOR CAMPBELLSVILLE ELEMENTARY SCHOOL

The Campbellsville Independent School District will collect data in the spring of each school year that will provide the talent pool for gifted educational services.

Primary- The students in the spring primary talent pool may be identified through the following:

- Teacher Confidential Recommendation Referral Form
- Teacher Rating Scale
- Teacher Checklist for Intellectually Gifted and Academically Able Students
- Teacher Rating Scale: Visual Arts
- Teacher Rating Scale: Drama
- Leadership Rating Scale
- Parent Rating Scale (Parents shall be notified that they may complete a questionnaire regarding identification of their child for the talent pool.)
- Portfolio/Work Samples
- Raven Test of Mental Ability

Based on the above data a Selection Committee will determine those students who are eligible for gifted education services. This committee appointed will consist of the Principal, the school counselor, a primary teacher, one regular classroom teacher for each grade level, art and music teachers, and the Talented/Gifted Coordinator/teacher.

Before a student is formally placed in the talent pool, parents will be notified of the procedural process involved.

SECTION 504 POLICY-COMPLIANCE OFFICERS

Compliance Officer-District Personnel School Designated Officers are the district personnel, school principal, and the school counselor.

The Campbellsville Independent School District does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or provision of service. It is the policy of CISD to provide a free appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the district to ensure that students who are disabled with the definition of Section 504 of the Rehabilitation Act of 1973 are identified and provided with appropriate educational services. Students may be disabled under the policy even

though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

Due process rights of disabled students and their parents under Section 504 are guaranteed in CISD.