

Welcome to Kirksville Elementary!

Dear Parents,

We would like to welcome you and your child to Kirksville Elementary School. We are very proud to be a part of the Kirksville team and the rich tradition of educating young Madison Countians that has been established here. We hope each student and parent shares in our school pride.

As our community continues to grow, so do the challenges for our students. We have extremely high expectations of our students, faculty, staff and parents of Kirksville Elementary. This handbook has been prepared to bring about a better understanding between the school, students, and parents. We hope our school expectations are explicit by clearly presenting rules, procedures, and other school information. Please read it carefully and refer to it as needed.

It is our desire to help your child have the best possible educational experience while at Kirksville Elementary. This takes the effort of the school, the parents, and the community working together to support each student. If there is anything we can do to help you in any way, please don't hesitate to contact the school. We look forward to assisting each child to reach his/her highest potential. Together we will have a great year!

**Sincerely,
Kirksville Elementary Faculty and Staff
859-624-4582 (School Office)
859-624-4595 (School Fax)**

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Kirksville Vision Statement:

Kirksville Elementary is committed to educating all students to show academic growth toward proficiency while providing support for students' physical, social, and emotional needs by the end of elementary school.

Kirksville Mission Statement:

Love Learning

Encourage Others

Achieve My Goals

Do What Is Right

Blue Jays Always LEAD!

Student/Parent Handbook Communication Plan:

- A Student/Parent Handbook will be given to each Kirksville Elementary student.
- It is to be read and discussed between the parent and child, for this is the basis of a successful collaboration between the home and school.
- It is read and discussed at school.
- This handbook has been prepared to assist students and parents with the understanding of procedures and policies at Kirksville Elementary.

GENERAL INFORMATION

IMPORANT DAILY INFORMATION

Arrival:

- The school doors will open for students at 7:40 A.M.
- We ask that parents do not routinely walk their child to the classroom.
- We encourage all students to ride the school bus.
- Supervision will be limited before these times to allow school staff time to prepare for the day's activities.

Buses - Loading and Unloading:

- All bus students should board and disembark only in the designated area.
- Only in cases of emergency may a child ride a bus other than the one they are assigned (this must be pre-approved by office personnel).
- Non-bus transported students should remain clear of the bus lanes at all times.
- Kirksville school personnel will escort students to and from their school bus.

Car Riders:

- AM/PM car riders will enter/depart the school at the Northeast side entrance (gymnasium parking lot).
- Non-bus transported students should remain clear of the bus lanes at all times.
- AM car riders will be escorted into the building by school personnel.
- School personnel will be in the parking lot until 7:55 each morning, after this time, parents must escort students into the building. No student will be "buzzed" into building without accompanying adult.
- ***Please be aware of restricted bus lanes, traffic signs, and blocking traffic.***
- All regular car riders must secure a number tag for the PM pick-up.

Special Transportation Requests:

- Please call before 1:00 if changes in transportation are needed.

Dismissal:

- The school day ends at 3:00 PM, when all transported students are escorted to the buses. All non-transported students are released to the cafeteria for pickup at the Northeast (gym) parking lot.
- No students will be dismissed through the main lobby on a routine basis.
- Any departure prior to 3:00 PM is considered a tardy or partial absence.

School Cancellations / Emergency:

- Severe weather or an emergency can necessitate the delay or cancellation of school.
- Whenever schools are delayed, dismissed, or cancelled, an announcement will be made using the local radio stations, TV stations, phone call/text (via Blackboard), and Madison County cable television channel 9.

Dress Code:

- Students are expected to dress "weather" appropriate and in a manner that does not detract from learning. We will have outdoor recess daily except for severely cold or rainy days.
- No obscene or disrespectful slogans should be promoted through worn apparel.
- Clothing representing illegal activities for minors such as; pictures or lettering associated with drugs, alcohol, sex, violence, gangs, and/ or tobacco are not to be worn.
- No midriff tops, spaghetti straps, tube or tank tops, halter tops or mesh tops may be worn. Clothes that show bare midriffs, shoulders, backs, etc are prohibited.
- Skirts, dresses, and/ or shorts should pass the "flamingo" test. While standing with one leg bent and perpendicular to the floor in L-shape, the garment must touch the back of the bent leg's calf.
- Baggy or saggy pants that rest below the student's natural waist line should not be worn. Pants should rest at student's hip bone or above with an appropriate belt to secure the pants.
- Hats and caps are not allowed to be worn in the building.
- All backpacks, pocketbooks, purses, etc must be stored in lockers.
- Students are encouraged to wear closed toe and closed heel shoes. Sneakers are strongly suggested for each school day but required on days students attend physical education class.
Shoes with rollers and flip-flops are strictly prohibited at school.
- Other items considered inappropriate by the school council and/ or principal that are not specifically stated.
- **Students who violate dress code must change or obtain clothing from the Resource Clothing Bank, if available. Kirksville FRC will contact home when needed.**

FOOD SERVICE Information

FOOD SERVICE – GENERAL INFORMATION

- MEAL PRICES 2021-2022
 - Our school is participating in the Community Eligibility Provision under the National School Lunch Program. The CEP provision is directed toward schools with a high percentage of economically disadvantaged students. Under CEP all students receive a breakfast/lunch at no charge for the entire school year. However, to determine eligibility to receive additional benefits for your child(ren) you will need to complete a household and income form.
 - ADULT LUNCH \$4.00
 - ADULT BREAKFAST \$2.75
- HOUSEHOLD AND INCOME FORMS ARE REQUIRED FOR ALL STUDENTS ENROLLED AT KIRKSVILLE. FORMS WILL BE AVAILABLE AUGUST 2021.
- ON-LINE MEAL DEPOSITS – WWW.MYSCHOOLBUCKS.COM

CHARGING OF MEALS

All Students (K-12)

- ❖ Students may not charge extra purchases at any time (a la carte items such as extra juice, water, fries, meat, cookies, etc). A la carte items may be purchased with cash or from the student's account.
- ❖ If parents do not want their children purchasing extra food or want to limit the amount of extra purchases, they may notify the school and the student's account will be limited accordingly.

Online Meal Payments

www.myschoolbucks.com is an on-line payment system that will allow you to make deposits into your student's school meal accounts.

My School Bucks Offers....

- Safety – virtually eliminates worries about your child carrying money to school
- Convenience – Make payments when it's convenient for you, 24 hours a day, 7 days a week
- Control –
 - Receive low balance email reminders (set your own limits!)
 - Monitor your student's account balances online
 - View your student's cafeteria purchases this option is still available even if you do not make any online deposits
- Efficiency – Make payments for all your children in one easy step, even if they attend different schools in the district
- Flexibility
 - Make payments using your Visa, Master Card, Discover, checking account (credit/debit)
 - Option to have payments automatically each month
 - Receive deposit confirmations sent directly to your email account

- Money deposited into mySchoolBucks.com will usually arrive at the school by the next morning. You can set your low balance settings to remind when it's time to add more money, but don't set it too low.
- Security is a priority at mySchoolBucks.com – The system is secure and provides the highest level of protection for all of your information. All transactions use 128-bit encryption. Any information provided by you remains confidential. For more information, the Privacy Policy and Terms of Use can be found on the website.
- Getting started is easy! Simply go to www.myschoolbucks.com and register using the "Start Here" link on the right side of the page. A confirmation email will be sent to the address you provide...simply follow the link included in that email and your registration will be complete. Once you log in, you can add as many students as you'd like by entering each student's school, their name and date of birth.
- My School Bucks allows you to check balances, review transaction history, and receive low balance alerts from the comfort of your home for no charge. A small convenience fee may apply if you make payments to your child's account, but you will have the opportunity to review any fees (and cancel, if you choose) before you are charged. A suggestion, if you have more than one student make all deposits at one time-you will only be charged one convenience fee. If you make deposits individually you will be charge the convenience fee each time. If you have any questions, you can email Support@myschoolbucks.com

Payment Procedures:

Students and adults may pay by cash or check. Money can be deposited in student/adult (staff) accounts for future purchases. Meals and A la Carte items may be purchased from student and adult accounts unless otherwise noted.

Returned Checks:

The Madison County Schools utilizes a third-party vendor to collect returned checks. The collection company will also assess a collection fee.

- ***CONTACT THE FOOD SERVICE OFFICE AT 859-624-4500 FOR QUESTIONS***

School-wide Behavior Expectations

Kirksville Elementary maintains high expectations for student behaviors at all times.

Student pride in their self and their school is important. Students are responsible for their behavior and the choices they make at all times.

- All students are expected to follow the school rules outlined in the student handbook.
- Parents are expected to be familiar with the school discipline plan and to support this plan, which has been created with all children in mind.
- Kirksville students are expected to exhibit courtesy and respect to all persons.
- The use of ethnic slurs, name-calling and profanity will not be tolerated.
- Any drawings that depict violence, weapons or inappropriate language will be addressed (parents may be notified by phone or note).
- Teachers are responsible for consistently enforcing the school discipline plan.
- Any questions or concerns should be immediately addressed with the appropriate school personnel.
- Please follow proper channels beginning with those immediately involved.

Behavioral expectations will be taught to all students in our school using the same effective instructional methods applied to content specific areas.

Hallway	Bathroom
Recess	Cafeteria
Bus	Arrival/ Dismissal
Assembly	Field Trip
Emergency Drills	School Social Settings

School-wide Expectations for all students, faculty, staff and parents at all times:

- Use Good Manners
- Follow all faculty/ staff directions
- Keep hands, feet, and other objects to self
- Treat self, others and property with respect
- Use appropriate voice level and language (0-5 level range)
- Stay on task

Hallways:

- No Talking Zone always
- Hands at sides, not touching others, windows, walls, etc.
- Single file to the right side of the hallway one block away from the wall.
- All students facing forward maintaining appropriate distance from person in front of them.
- Specific Line Order (alphabetical, numbered, etc.) every time
- Stop and look before proceeding into hallway intersections.

Recess/ Playground:

- Scheduled Playground times only.
- Play in approved areas only. Stay away from school building and classroom windows— instruction is still taking place inside our building
- Teachers stationed in certain play zones.

Bus:

- Follow all bus regulations as outlined in Madison County District Bus Rules and Regulations document. Be Responsible, Use Respect and Stay Safe.
- Inappropriate student behaviors on the bus will not be tolerated at Kirksville and could result in student riding privileges being terminated.

Assembly:

- Enter using hallway/ line behavior. Use steps, railings to get to your seats
- Sit flat on your bottom with feet on the floor in front of you through the entire program. Keep feet quite and still. Use appropriate voice level.
- Maintain appropriate personal space between yourself and others seated around you
- Respond to presentation appropriately by applauding if/ when appropriate, with rest of audience.
- Keep eyes on presenter, demonstrating appropriate listening behavior
- Watch for and follow directions for exiting
- Use of universal quiet sign (Freeze Please)

Cafeteria:

- Enter cafeteria using appropriate line behavior
- Choose line according to menu
- Walk forward and turn right toward the serving lines keeping hands to selves.
- Enter serving area three students at a time, pick up tray and hold with BOTH hands.
- Stop at cashier station and type your lunch number.
- Walk from serving area; pick up milk and any needed utensils and/ or condiments.
- Walk to assigned table and enjoy your meal
- Once you are seated, stay in that seat until your class is dismissed. If you need something during your cafeteria time, raise your hand and wait for a monitor to come to you.
- While you are eating, sit flat on your bottom and use good manners
- Use your utensils to eat your food and keep hands, feet and objects to yourself.
- Enjoy conversations with only those people at your table. Maintain a level 2 voice level.
- Assigned classroom – tables
- No running at any time

Emergency Drills:

- Designated areas are posted in each classroom for specific emergency drills. Classroom teachers will review these areas with each student. To ensure the safety of our students, we will practice emergency drills frequently. Students must be aware of exactly where to go and what to do for each type of emergency.

Bathroom:

- Classes should be taken to the restroom before activity classes by homeroom teacher
- Schedule classroom bathroom breaks
- Teacher at each door for monitoring

Arrival/ Dismissal:

- Arrival:
 - Students walk to and enter through designated doors (car riders next to gym; bus riders next to main office)
 - Students should never attempt to return to bus/ car once they have left vehicle. Drivers may not see student returning and this could result in serious injury.
 - Students arriving after 8:00 A.M. are considered tardy.
- Dismissal:
 - Students riding buses will be taken to the buses by school personnel by grade level and will be dismissed by the teacher in charge to load buses.
 - Students who are non-transport will be led by supervising teachers to the cafeteria and will be dismissed by school personnel in charge.
 - Students will remain in the cafeteria, sitting flat on bottom until notified by school personnel to approach their pickup car.

Field Trips:

- Before field trips occur, teachers and students should review all appropriate behaviors. As representatives of our school, we expect positive behavior at all times.

BEHAVIOR PROCEDURES

- All teachers will have their classroom rules posted and explained.
- EVERY classroom uses the SAME behavior chart. This is how teachers document inappropriate student behaviors. It is carried everywhere throughout the school day.
- BlueJay Day/LEADer Tickets-(Positive Behavioral Interventions and Supports)
Students are recognized for being a LEADer and given a "Leader" ticket. Homeroom teachers count these tickets weekly and students can spend them at "The Nest"(store) on BlueJay Day (one per each nine weeks). Students are recognized for excellent behavior, effort, and academics on BlueJay Days.

Requirements for special recognition:

1. Less than 5 behavior marks on chart for the 9 weeks
2. 0 marks on the behavior chart
3. Honor Roll (4-5)/Performing at grade level in Reading/Math (K-3)
4. 20 Leader Tickets or More
5. No unexcused absences or tardies
6. Growth and Effort in Reading
 - I. 1st 9 weeks and 3rd 9 weeks- Complete I-Ready lessons-70% pass rate with a minimum of 5 lessons in reading
 - II. 2nd 9 weeks and 4th 9 weeks- Growth on I-Ready diagnostic-2nd 9 weeks reach $\frac{1}{2}$ of typical growth for year, 4th 9 weeks reach entire typical growth goal for the year
7. Growth and Effort in Math
 - I. 1st 9 weeks and 3rd 9 weeks- Complete I-Ready lessons- 70% pass rate of 7 lessons in math
 - II. 2nd 9 weeks and 4th 9 weeks- Growth on I-Ready diagnostic-2nd 9 weeks reach $\frac{1}{2}$ of typical growth for year, 4th 9 weeks reach entire typical growth goal for the year

Leveled Card Achievements:

Orange-3 requirements (above) met

- Leader Lunch

Yellow-4 requirements met

- Dance, Leader Lunch

Green- 5 requirements met

- Dance, Leader Lunch, Extra Recess, Games, 1 chance entered for prizes

Blue-6 requirements met

- Dance, Leader Lunch, Extra Recess, Games, Movie and Popcorn, 2 chances entered for prizes

- **LEADer Tickets-** Students earn tickets for good behavior, academic achievement in classrooms, common areas, or special classes. Students accumulate LEADer tickets each nine weeks to earn prizes at store.
- Kirksville Elementary follows Madison County School Board adopted discipline policy.
- Kirksville students are recognized for excellent behavior, effort, academics, and attendance on BlueJay Days.

Behavioral Standards:**Items NOT allowed at school:**

- Tobacco, alcohol, drugs or any related forms of these harmful substances.
- Guns, knives, or other forms of weapons (real or toy).
- Firecrackers or any other loud exploding fireworks.
- Matches, laser lights, or cigarette lighters.
- Toys, trading cards, electronic games or devices that may be damaged, broken, lost or stolen.
- No gum unless given permission by school staff

Disrupting 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. For purposes of this section, behavior which disrupts the educational process shall include, but not be limited to:

- Conduct which threatens the health, safety, or welfare of others;
- Conduct that is non-compliant with school authority;
- Conduct which may damage public or private property, including the property of students and staff;
- Conduct that materially or substantially interferes with another student's access to educational opportunities or programs, including the ability to attend, participate in and benefit from the instructional activities;
- Conduct that materially or substantially disrupts the delivery of instructional services or interferes with the orderly administration of the school-related activities or operations;
- Illegal activity (i.e., bringing a gun, alcohol, etc. on school grounds)

*NOTE: Continued non-compliance within the discipline policy could result in suspension from school. The amount of time is dependent upon the offense.

MADISON COUNTY SCHOOLS

301 Highland Park Drive
Richmond, KY 40475
859.624.4500

REVISED Code of Acceptable Behavior and Discipline

The Madison County Board of Education requires high standards of personal conduct from each student to promote respect for the rights of others and to accomplish the purposes of the schools. The Board also requires compliance with established standards and rules of the district and the laws of the community, state and nation.

The central purpose of the school system is to educate each student to the highest level possible. To support the success of the educational program, the Board directs employees to hold each student accountable to Code standards in a fair manner. Compliance with the standards is necessary to provide:

- Orderly operation of the schools,
- A safe environment for students, district employees and visitors to the schools,
- Opportunities for students to achieve at a high academic level in a productive learning environment,
- Assistance for students at risk of failure or of engaging in disruptive behavior,
- Regular attendance of students, and
- Protection of property.

This Code applies to all students in the District while at school, on their way to and from school, while on the bus or other District vehicle, and while they are participating in school-sponsored trips and activities. The Superintendent/designee is responsible for its implementation and application throughout the District. The Principal is responsible for administration and implementation of the Code within his/her school in a uniform and fair manner without partiality or discrimination. Each school/council must select and implement appropriate discipline and classroom management techniques necessary to carry out this Code and shall provide a list of the school's rules and discipline procedures in the school handbook.

Teachers and other instructional personnel are responsible for administering Code standards in the classroom, halls, and other duty assignment locations.

This code establishes minimum behavior standards. Recognizing that each school, grade or class may require special provisions, school councils, administrators and teachers have full authority to make rules to enforce these standards in keeping with their areas of responsibility.

Students wishing to report a violation of the Code of Acceptable Behavior and Discipline may report it to a classroom teacher, who shall take appropriate action as defined by the code. The teacher shall refer the report the Principal/designee for further action when the report involved an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

Employees and other students shall not retaliate against a student because s/he reports a violation of the code or assists or participates in any investigation, proceeding, or hearing regarding the violation. The Superintendent/designee shall take measures needed to protect students from such retaliation.

Academic Integrity

Academic integrity is a fundamental value for the Madison County School System. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. Each school will develop policies to communicate and respond to instances where there is a lack of academic integrity. In each school's handbook, the repercussions of a breach in academic integrity will be addressed and communicated with students.

Forms of Academic Dishonesty

Cheating: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to: - Giving or receiving assistance not authorized by the teacher; - Participating in unauthorized collaboration on an academic exercise; - Using unapproved or misusing electronic devices or aids during an academic exercise.

Plagiarism : Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work.

Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to: - Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation; - Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Fabrication : Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

Student Rights and Responsibilities

Students have the right to:

- An appropriate and free public education.
- Receive academic grades based only on academic performance.
- Be kept informed as is reasonably possible of all rules, regulations, policies, and penalties to which they may be subjected and be assured of all due process rights.
- Personal safety and security while at school and school-sponsored activities.
- Involvement in school activities without being subjected to discrimination on the basis of race, national origin, marital status, sex, economic status, or handicapping condition.
- Present complaints or grievances to school authorities and receive authoritative replies from school authorities.
- Receive consultation or counseling in academic, personal, social and career related concerns.
- Protection of their personal property.

Students have the responsibility to:

- Attend school regularly and to arrive on time.
- Show consideration for the rights of others within the total school environment.
- Refrain from conduct that disrupts the educational process, creates disorder, or damages or destroys private or public property.
- Immediately report student threats to harm others to a teacher, counselor or school administrator.
- Give their best effort to tasks assigned by their teachers, coaches or other persons who work with them.

Staff Rights and Responsibilities

School Staff has the right to:

- Expect all students to complete assignments.
- Work in a positive school climate with a minimum of disruptions.
- The support of fellow staff members, administrators and parents.
- Safety from physical and verbal abuse.
- Take action in emergencies to protect their own person and persons in their care.

School Staff has the responsibility to:

- Maintain a professional attitude and behavior toward all students, parents, administrators, teachers and the Board of Education.
- Aid in planning a flexible curriculum which meets the needs of all students and which maintains high standards of academic achievement.
- Maintain an atmosphere conducive to learning with mutual respect and trust with appropriate discipline.
- Follow the policies, rules and regulations adopted by the Board of Education and/or school administration.
- Deal firmly, promptly, and consistently with disruptions or violations of board policy and school procedures, and if necessary, enlist the support of administrators.
- Provide adequate supervision for students in their care.
- Provide a learning environment free from harassment for students.

Parent/Guardian Rights and Responsibilities

Parents/Guardians have the right to:

- Rights as guaranteed by the Family Educational Rights and Privacy Act.
- Expect that any classroom disruptions will be dealt with fairly, firmly, and quickly.
- Access to all school rules and regulations and the consequences for violation of these rules and regulations.
- Participate in meaningful parent-teacher conferences to discuss their child's progress and welfare.
- Expect school personnel to notify parents/guardians of important news, especially as they relate to children.
- Address a question concerning their child to the proper authority and to receive a reply in a reasonable time period.

Parents/Guardians have the responsibility to:

- Accept their own role as the primary educators of their children.
- Instill in their child the values of an education, a sense of responsibility and a sense of respect.
- Understand and support school requirements, rules, and policies and to be knowledgeable of the consequences of violations by students.
- Communicate with their child concerning academic performance and behavior.
- Be familiar with the educational program and procedure.

Responses to Student Misconduct

This code is part of the Madison County Board of Education's policy on student behavior and discipline. State and federal law requires special consideration and possible designation of alternative consequences when dealing with behavior and disciplinary issues involving students with disabilities. The board has included samples of prohibited behaviors and response options to help the reader understand how the behavior standard will be enforced. Other behaviors not included in the examples may also be prohibited.

Out-of-school punishment should only be used for very serious infractions. Suspensions and expulsions tend not to help the individual student change their behavior. Rather, the student takes the bad behavior into the community, falls behind academically, and returns into the community, falls behind academically, and returns to school ready to repeat the cycle.

Schools should impose punishments progressively. Schools should not jump to the most severe punishments but instead try to improve students' behaviors through a variety of less punitive interventions.

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p>I. Minor student misbehavior which disrupts classroom procedures or interferes with the orderly operation of the school.</p> <p>Misbehavior which can usually be handled by an individual staff member but sometimes requires intervention of other school personnel.</p>	<ul style="list-style-type: none"> • Inappropriate dress • Non-defiant failure to complete assignments • Failure to carry out directions (Refusal to comply with staff instructions or school rules) • Failure to follow rules • Minor misbehavior on bus, or during school sponsored or endorsed activities • School tardiness • Possession of an electronic device • Failure to bring needed materials to class • Disrupting classroom teaching • Impolite, discourteous, or disrespectful communication with peers or staff • Using obscenity or profanity with peers (This is in Level II for MC) • Excessive noise • Inappropriate displays of affection • "Off-task behaviors that demonstrate disengagement from classroom learning" 	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.</p> <p>Repeated misbehavior requires a parent/teacher contact or conference with the appropriate school staff.</p> <p>Proper and accurate records of offenses and disciplinary actions are maintained by the appropriate staff and/or administrator.</p> <p>Limiting options of extra activity for students. ie.. (structured recess)</p>	<ul style="list-style-type: none"> • Verbal reprimand • Special assignment • Counseling • Withdrawal of privileges • Time-out • Detention/I.S.S. • Verbal warning • Individual conference • Parent contact/conference • Confiscation of inappropriate materials • Referral to Family Resource Center, Youth Service Center (FRYSC) or other Student Assistance Program (SAP). • Behavior contracts • In-school disciplinary action

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p>II. Student misbehavior which increases in frequency or severity, disrupting classroom procedures or interfering with the orderly operation of the school.</p> <p>Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences require an administrative response.</p>	<ul style="list-style-type: none"> Continuation of Level I misbehavior Truancy Gambling (Level III) Using forged notes or excuses Disruptive behavior Profanity/vulgarity (Move to Level I) Directing profanity or obscene/offensive gestures toward staff Disrespectful Attitude Possession of pornographic materials (Level III?) Failure to bring needed materials to class Disruptive physical contact with other students Leaving class without permission Throwing objects that may cause injury Unauthorized presence in hallways during class time Unexcused absence from class or school 	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. Teacher's response includes documentation of misbehavior and notification is sent to administrator.</p> <p>The student is referred to the administrator for appropriate disciplinary action.</p> <p>The administrator meets with the student and/or teacher and effects the most appropriate response.</p> <p>A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.</p>	<ul style="list-style-type: none"> Continuation of Level I responses Detention Parental conference/contact Referral to outside agency Counseling Confiscation of inappropriate materials Alternative Educational Plan Suspension Referral to FRYSC or other SAP Verbal redirection to in-school disciplinary action

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
<p>III. Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of other in the school.</p>	<ul style="list-style-type: none"> Repeated Level II misbehavior Vandalism Theft, possession, sale of stolen property Destruction of school property Fighting (With no injury or weapon) Threat/intimidation Extortion Use or possession of tobacco products Harassment (Racial, sex, sexual orientation or other similar harassment) Activating false fire alarm 	<p>The student is referred to administrator for appropriate disciplinary action.</p> <p>The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.</p> <p>The administrator meets with the student and notifies the parent about the student's misconduct and resulting disciplinary action(s).</p> <p>School officials will contact appropriate law enforcement</p>	<ul style="list-style-type: none"> Continuation of Level I and II responses Alternative Education Plan Suspension Parental conference Referral to appropriate law enforcement agency Saturday school Expulsion Replacement of damaged property Referral to FRYSC or other SAP Verbal redirection to a 10-day out-of-school suspension

	<ul style="list-style-type: none"> • Academic dishonesty • Bullying • Behavior that demonstrates gang/neighborhood crew affiliation • Reckless behavior that may cause harm to self or others • Sexual acts on school premises or at school-related functions • Forgery • Gambling (Level II for MC) • Hazing • Inappropriate use of school computer or network • Leaving school without permission • Lying to school staff • Seriously offensive or abusive language or gestures • Possession of instruments which could be used as weapons • Possession or distributing of obscene or pornographic material (Level II for MC) • Posting or distributing material that is demeaning, humiliating or damaging to students and/or staff • Sale or distribution of any item without authorization • Trespassing • Unauthorized possession, use, or distribution of over-the-counter medication • Use of Alcohol (Level IV for MC) • Use of marijuana, controlled dangerous substances, or drug paraphernalia (Level IV for MC) • Threatening person or property • Behavior that causes significant disruption to 	agency if necessary.	
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	the academic environment or causes harm to self or others		
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LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
IV. Serious misbehaviors which may result in violence to another's person or property, which pose a direct threat to the safety of others in the school or are a violation of the law.	<ul style="list-style-type: none"> Continued or repeated Level III misbehaviors Extortion/robbery Bomb threat Possession/use/transfer of dangerous weapons Assault/battery Arson Furnishing/selling, possession and/or use of drugs or other controlled substances including alcohol (include "look alike" substances)(Level III?) Sex offense Possession/use of explosive devices Activating a false alarm Vandalism, destruction of property, or graffiti Contaminating food Theft of school or personal property without force Fighting which creates substantial risk of our results in minor injury Inciting others to violence or disruption Interfering with school authorities or participating major disruption of school's operation Lewd or indecent public behavior or sexual misconduct Persistent racial, sex, sexual orientation or similar harassment Possession of a weapon or replica not subject to the Gun-Free School Act Retaliation for reporting harassment and sexual harassment Sexual harassment Tampering with an official school record 	Administrators are required to follow a set of responses outlined by the Madison County Board of Education. <ul style="list-style-type: none"> Refer to emergency response action plan for procedures if necessary. Follow due process as outlined by the disciplinary referral form. The student is removed from the school environment by suspension. Parents are notified. School officials will contact appropriate law enforcement agency and assist in prosecuting violator. A complete and accurate report is submitted to the superintendent for consideration and possible board action. Inform the student of counseling, therapeutic and/or other assistive programs. 	<ul style="list-style-type: none"> Parental conference Saturday school Suspension from school and/or bus Alternative Education Programs Expulsion or other board action which results in appropriate placement Referral to law enforcement agency Make restitution for damages Referral to FRYSC or other SAP Referral for counseling or therapeutic services Automatically lead to out-of-suspensions of one to 90 days

	<ul style="list-style-type: none"> • Using an object to intimidate or threaten another individual • Behavior that causes disruption to the school operation, destroys school property, or causes significant harm to self or others 		
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LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
V. Level 5 behaviors lead to the most severe punishments	<ul style="list-style-type: none"> • “Exceptional misconduct” at other schools • Violations of the Gun-Free Schools Act • Arson • Assault with a weapon • Assault/physical attack on student or staff • Biohazard • Bomb threat • Causing serious disruption to the school’s computer system • Sexual assault or attempted sexual assault • Fighting which results in a serious physical injury • Participating in a group fight which was planned, causes major disruption to school day or results in substantial bodily injury • Possession of illegal or drug paraphernalia, regardless of the amount or type of drug • Possession of fire works or explosives • Possession or distribution of alcohol • Selling or distribution of prescription drugs, illegal drugs, and limitation controlled substances • Theft or attempted theft using force or threat of violence • Use or threatened use of any weapon 	<p>There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.</p> <p>Repeated misbehavior requires a parent/teacher contact or conference with the appropriate school staff.</p> <p>Proper and accurate records of offenses and disciplinary actions are maintained by the appropriate staff and/or administrator.</p>	<ul style="list-style-type: none"> • An out-of-school suspension for 11-90 days or expulsion.

	<ul style="list-style-type: none"> • Using an object to injure another individual • Vandalism/destruction of property over \$500 • Behavior that is illegal, causes significant disruption to the school operation or causes substantial harm to self or other • Documented pattern of Tier 4 behavior 		
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- Punishments should avoid disrupting students' education
- Schools must implement progressive discipline, beginning with the least severe punishment. Schools should not jump to the most severe punishment available for a first or second-time infraction
- Schools should involve family members to help them understand the roots of a student's behavior
- Schools must consider possible prevention and remediation strategies before choosing what punishment to apply
- Schools must consider all extenuating circumstances before imposing the punishment of expulsion

Search and Seizure

See Board Policy 09.436

Students have the right to be secure from unreasonable searches of their person and property. However, school authorities are authorized to search a student if they have reasonable suspicion that the search will reveal evidence that the student has violated or is violating the Code or a school rule or the law. Also, school authorities may conduct general inspections of jointly held property on a regular basis. All searches will be conducted in accordance with Board policy. Students cannot expect complete privacy in their use of school property assigned for their use, such as desks and lockers.

Physical Restraint

See Board Policy 09.433

Employees may use, within the scope of their employment, such physical restraint as may be reasonable and necessary to protect themselves, students, or others from physical injury; to obtain possession of a weapon or other dangerous object under the control of a student; or to protect property from serious harm.

Student Records

See Board Policy 09.14

Records containing student information shall be made available to the parent of the student, guardian, or eligible student on written request. Eligible students include those 18 years of age or older or those enrolled in a post-secondary school program. For information concerning access or corrections to student records, contact the Principal or the Superintendent at the Central Office address and phone number listed on the cover.

Reports to Law Enforcement Officials

KRS 158.154

When the Principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the Principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of the section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in charge of the Principal.

KRS 158.155

An administrator, teacher, or other employee shall promptly make a report to the local police department, sheriff, or the Department of Kentucky State Police, by telephone or otherwise if:

1. The person knows or has reasonable cause to believe that conduct has occurred which constitutes:
A misdemeanor or violation offense under the laws of this Commonwealth and relates to:
 - Carrying, possession, or use of a deadly weapon; or
 - Use, possession, or sale of controlled substances; orAny felony offense under the laws of this Commonwealth; and
2. The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

KRS 158.156

Any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim. The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The Principal shall file a written report with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight hours of the original report.

KRS 620.030

Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.

Weapons

See Board Policy 05.48

Students are ***never*** allowed to bring a weapon to school. The carrying, bringing, using, or possessing of any weapon or dangerous instrument, including any type of knife, in any school building, on school grounds, in any school vehicle or at any school-sponsored activity is prohibited. A dangerous instrument is considered to be any device with the stated, implied or demonstrated intent to physically harm someone.

The Board urges parents and other citizens to make sure that students do not have inappropriate access to weapons. Except for authorized law enforcement officials, the Board specifically prohibits the carrying of concealed weapons on school property.

If a student violates the prohibition on weapons, the Principal shall immediately make a report to the Superintendent, who shall determine if charges for expulsion are to be brought before the Board. In addition, when they have reasonable belief that a violation has taken place, principals shall immediately report to law enforcement officials when an act has occurred on school property or at a school-sponsored function that involves student possession of a firearm in violation of the law or assault involving the use of a weapon.

Suspension, Expulsion, and Due Process

See Board Policies 09.434; 09.435; 09.431

For certain violations, administrators, such as the Superintendent and Principal, may remove (suspend) a student from school for up to ten (10) days per incident. Unless immediate suspension is necessary to protect persons or property or to avoid disruption of the educational process, students shall not be suspended until they have been given due process (required by law). Due process must be given before educational benefits are taken away and shall include:

1. Oral or written notice of the charge(s) against them,
2. An explanation of the evidence, if the student denies the charge(s).
3. An opportunity to present their own version of the facts concerning the charge(s).

A report of the suspension shall be made in writing to the Superintendent and to the parent of the student being suspended. Suspension of primary school students shall be considered only in exceptional cases where there are safety issues for the child or others.

Following legally required due process, the Board may expel any pupil from the regular school setting for misconduct as defined by law for periods longer than ten (10) days. In cases of expulsion, provision of educational services will be required unless the Board determines, on the record and supported by clear and convincing evidence, that the expelled student poses a threat to the safety of other students or school staff and cannot be placed in a state-funded program. Action to expel a pupil shall not be taken until the parent of the pupil has had an opportunity for a hearing before the Board.

Grievances

See Board Policy 09.4281

Students and parents wishing to express an educational concern or grievance shall observe the following order of appeal:

1. Teacher;
2. Principal;
3. School council;
4. Superintendent;
5. Board.

Information on filing a formal complaint or grievance is available at each school and at the Central Office.

Bullying/Hazing

See Board Policy 9.422

In order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the schools.

The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, bullying, menacing, taunting, intimidating, verbal or physical abuse of others, or other threatening behavior.¹ 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.

These provisions shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others. Students who violate this policy shall be subject to appropriate disciplinary action.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.426 and/or 09.42811. Harassment/discrimination allegations shall be governed by Policy 09.42811.

Harassment/Discrimination

See Board Policy 9.42811

Harassment/Discrimination is unlawful behavior based on race, color, national origin, age, religion, sex or disability that is sufficiently severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment.

The provisions of this policy shall not be interpreted as applying to speech otherwise protected under the state or federal constitutions where the speech does not otherwise materially or substantially disrupt the educational process, as defined by policy 09.426, or where it does not violate provisions of policy 09.422.

Harassment/Discrimination is prohibited at all times on school property and off school grounds during school-sponsored activities. This prohibition also applies to visitors to the school who may come into contact with employees and students. (Acts of harassment/discrimination based on sex may be committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

Students who engage in harassment/discrimination of an employee or another student on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to suspension and expulsion.

Students who believe they have been a victim of an act of harassment/discrimination or who have observed incidents involving other students that they believe to be an act of harassment/discrimination shall, as soon as reasonably practicable, report it. In each school building, the Principal is the person responsible for receiving reports of harassment/discrimination at the building level. Otherwise, reports of harassment/discrimination may be made directly to the Superintendent. Additionally, if sexual discrimination or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Without a report being made to the Principal, Superintendent or Title IX/Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/ discrimination.

Employees who observe prohibited behaviors or with whom students share a complaint shall notify the Principal or their immediate supervisor, who shall immediately forward the information to the Superintendent.

The Superintendent shall provide for the following:

1. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but not later than three (3) school days of submission of the original written complaint. A written report of all findings of the investigation shall be completed within thirty (30) calendar days, unless additional time is necessary due to the matter being investigated by a law enforcement or governmental agency.

The Superintendent/designee may take interim measures to protect complainants during the investigation. A process to identify and implement, within three (3) school days of the submission of the written investigative report, methods to correct and prevent reoccurrence of the harassment/discrimination. If corrective action is not required, an explanation shall be included in the report.

2. A process to be developed and implemented to communicate requirements of this policy to all students, which may include, but not be limited to, the following:

- written notice provided in publications such as handbooks, codes, and/or pamphlets; and/or
- such other measures as determined by the Superintendent/designee.

Method(s) used shall provide a summary of this policy, along with information concerning how individuals can access the District's complete policy/procedures and obtain assistance in reporting and responding to alleged incidents. Students, parents or guardians, as appropriate, will be directed to sign an acknowledgement form verifying receipt of information concerning this policy as part of the Board-approved code of acceptable behavior and discipline.

3. Age appropriate training during the first month of school to include an explanation of prohibited behavior and the necessity for prompt reporting of alleged harassment/discrimination; and
4. Development of alternate methods of filing complaints for individuals with disabilities and others who may need accommodation.

When sexual harassment is alleged, the District's Title IX Coordinator, as designated in the student handbook/code, shall be notified.

Notification

Within twenty-four (24) hours of receiving a serious allegation of harassment/discrimination, District personnel shall attempt to notify parents of both student victims and students who have been accused of harassment/discrimination.

In circumstances also involving suspected child abuse, additional notification shall be required by law. (See Policy 09.227.)

Prohibited Conduct

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy, examples of conduct and/or actions that could be considered a violation of this policy include, but are not limited to:

1. Any nicknames, slurs, stories, jokes, written materials or pictures that are lewd, vulgar, or profane and relate to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
2. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;
3. Causing a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity or that an educational decision will be based on whether or not the student submits to unwelcome sexual conduct;
4. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;
5. Seeking to involve students with disabilities in antisocial, dangerous or criminal activity where the students, because of disability, are unable to comprehend fully or consent to the activity; and
6. Destroying or damaging an individual's property based on any of the protected categories.

Confidentiality

District employees involved in the investigation of complaints shall respect, as much as possible, the privacy and anonymity of both victims and persons accused of violations.

Appeal

Upon the completion of the investigation and correction of the conditions leading to the harassment/discrimination, any party may appeal in writing any part of the findings and corrective actions to the Superintendent.

If a supervisor is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority.

Failure by an employee, immediate supervisor, Principal, and/or Superintendent to report, notify, and/or initiate an investigation of alleged harassment/discrimination as required by this policy, or to take corrective action shall be cause for disciplinary action.

Retaliation Prohibited

No one shall retaliate against an employee or student because s/he files a written grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy.

Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

False Complaints

Deliberately false or malicious complaints of harassment/discrimination may result in disciplinary action taken against the complainant.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

Damages to School Property

See Board Policy 9.421

Any pupil, organization, or group of pupils participating in activities who destroys, defaces, damages or removes school property shall be subject to disciplinary action and liability for the cost of restoring the property.

Use of Alcohol, Drugs and Other Controlled Substances

See Board Policy 9.423

No pupil 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/from school or a school-sponsored activity:

- Alcoholic beverages;
- Controlled drug substances and drug paraphernalia; Any substance a) which is not legally obtainable b) may be legally obtainable but has not been legally obtained c) being used for a manner or purpose other than the prescribed or intended use. (RN)
- 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.

Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and suspension or dismissal from athletic teams and/or other school-sponsored activities. In addition, when they have reasonable belief that a violation has taken place, Principals shall immediately report to law enforcement officials when an act has occurred on school property or at a school-sponsored function that involves student possession of a controlled substance on school property in violation of the law.

For access to complete and/or updated board policies, visit the district website at www.madison.kyschools.us

Notification of FERPA Rights

The Family Education Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age or students who are attending a post-secondary institution) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within forty-five (45) days of the day the District receives a request for access. Parents or eligible students should submit to the school Principal/designee a written request that identify the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student’s privacy or other rights. Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or in violation of privacy or other rights. They should write the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of their privacy or other rights. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise him / her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the District has contracted to perform a special task such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his / her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

STUDENTS 09.14 AP.111 Upon request, the District shall disclose education records without consent to officials of another school district in which a student seeks or intends to enroll or to other entities authorized by law.

4. The right to prohibit the disclosure of personally identifiable information concerning the student to recruiting representatives of the U.S. Armed Forces and its service academies, the Kentucky Air National Guard, and the Kentucky Army National Guard. Unless the parent or eligible student requests in writing that the District not release information, the student’s name, address, and telephone number (if listed) shall be released to Armed Forces recruiters upon their request.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

ENROLLMENT/ SCHOOL RECORD INFORMATION

Admission/Enrollment:

- To register your child for the first time, you need:
 - Proof of residency
 - Certified birth certificate
 - Current immunization certificate
 - A completed medical examination form
 - A completed dental examination form for out of state or kindergarten enrollment
 - A completed medical eye examination form for out of state or kindergarten enrollment.

Student Fees:

- \$7.00 per student to be paid to the homeroom teacher. (paid with cash or check)
- After Household Income Form is completed and it is determined a student is eligible for free lunch, student fees will be waived.
- Individual teachers may request additional fees for classroom t-shirts or subscription to educational classroom magazines.

Student Information Sheets:

- Must be filled out carefully and completely each year, even though your son or daughter might be returning.
- Use of Parent Portal in Infinite Campus is requested to assure updated student and household information.
- Please keep all information updated by calling the office (624-4582) with any changes. (report any phone number, and emergency contact information changes)
- It is very important that the school has the capability of immediate contact with the legal guardian in case of an emergency.

Emergency Information Cards:

- Must be filled out carefully and completely.
- New cards must be completed each year.
- Please keep all information updated.
- In the event of serious injury or sickness, contacts will be made as follows:
 - a) Parent or guardian and/or
 - b) Emergency Contact - Relative or neighbor and/or
 - c) Baptist Health Richmond

Student Check-out Cards:

- Parents or Legal Guardians must complete the student check-out card.
- Social Security numbers or Driver's license number will be required for authorized individuals picking up a student.
- Positive identification will be required at checkout.

Student Injury or Accidents:

Accidents in the school building, on the school grounds, or at any event sponsored by the school, are to be reported to proper school authorities immediately.

Student Health Services/Records:

The mission of the Madison County School District School Health Clinic is to protect the health and well-being of all students thereby promoting student success. ***Clinic days and times vary from school to school. Contact your child's school to learn the nurses' clinic schedule.***

The following is available to all students **whose consent forms have been signed:**

1. Nursing Assessment of health problems with referral to Local Health Care Provider as needed
2. Over the Counter GENERIC medication
3. Hearing, dental, vision screenings
4. Immunization outreach and follow-up
5. Writes Emergency Action Plans for chronic health conditions which require care at school for:
 - **DIABETES**
 - **ASTHMA** that requires the use of a nebulizer or inhaler
 - **SEIZURES**
 - **ALLERGY** (food allergy, bee sting allergy, or any allergy requiring the use of antihistamines or EPI-PEN)
 - **Other EAP's for other special health conditions** as needed

Confidentiality:

All medical records are the property of the Madison County School District and protected under FERPA. No other agency will have access to these records without your written consent.

We protect the privacy of your child's health information by:

- Limiting how we use and disclose health information.
- Providing physical safeguards including secure offices and storage facilities, electronic protections, and procedures.
- Training employees about privacy policies and procedures.

In order to protect all students and their families from vaccine preventable diseases, students are required by law (902 KAR 2:2060, KRS 158:035 and local policy 09.211) to present proof of immunization status to enroll and to attend public primary and secondary schools, and an up-to-date immunization certificate must be on file in the students health record. Failure to comply may result in exclusion from attending school and/or extracurricular activities.

School check-out for sickness:

When a student is sick, and the ***school nurse*** is here, she will screen the student for the need to go home, excuse the absence, and make the call home to parents/guardian, if applicable. If the nurse is not there, the front office staff/principal designee will call for a parent/guardian to come pick up the child. The front office staff has access to all phone numbers and this will be the most efficient way so that instructional time is not lost.

Medication:

All medication is given in the office by medication trained staff. Only under special circumstances should a teacher or instructional aid be giving medication to a student. All paperwork must be up to date (signed for the current school year) and the medication must be logged when it is given. Please refer to board policy 09.2241 AP.1.

1. The medication cart **MUST** kept in an area to allow confidentiality for the student and be unlocked during all hours when students are in the building for easy access where minutes matter when there is an emergency such as seizure, asthma attack or allergic reaction occurs.

2. The front office staff or principal designee who is medication trained is responsible to give medications when the nurse is not there.
3. The front office staff or principal designee who is medication trained is the only staff that is authorized to be in the medication cart during the day unless there is an emergency.
4. The front office staff or principal designee who is medication trained is responsible to be sure that the MCBE 1 is completed properly by the parent/guardian, to log the medication brought into the school AND document when given on the medication log sheet for each student.
5. The front office staff or principal designee who is medication trained is responsible to be sure the student comes, and the daily medication is administered at the proper time and that the documentation is completed.

School Records:

- Parents have the right to examine the official records of their children, including achievement test scores.
- Please send a written request or call if an appointment is desired.
- During Parent / Teacher conferences test scores and academic progress information is discussed.
- Parents have the right to be involved in the decision making process concerning placement in exceptional classes, complaint hearings, or other situations involving private rights.

VISITORS:

- All parents and visitors must check in at the school office upon arrival.
- Do not go directly to any classroom.
- We will ask you to sign in and wear a visitor's tag during your visit.
- If you wish to eat lunch with your child, parent and child will sit at table without other students. We discourage bringing fast food items in for lunch.

Volunteer Information:**Any parent or volunteer that would like to:**

- observe in a classroom,
- volunteer in the school,
- participate as a chaperone on a field trip,
- volunteer for classroom /school activities
- attend class party

Must complete:

- A volunteer form with the Family Resource Center
- A state police criminal background check each year
- Complete District Confidentiality Training (Online)
 - Provided by sponsoring FRYSC personnel

Remember, this is to ensure the safety of all children.

INSTRUCTIONAL INFORMATION

Curriculum/Instruction/Assessment:

- Madison County Schools provide all teachers with a curriculum framework aligned Kentucky Academic Standards –KAS. These standards may be accessed at www.KYstandards.org
- Classroom assessments of student learning are frequent, rigorous, and aligned with Kentucky Academic Standards.

School-wide Assessment/Reporting Procedures

- All Teachers will communicate student progress through mid-term progress reports and nine-week grading reports.
- The first few weeks of school, all students will be assessed in the area of reading using the Fountas and Pinnell Benchmark Assessment and/or i-Ready Diagnostic.
- The first few weeks of school, all students will be assessed in the area of Math using i-Ready Diagnostic and/or the Add+Vantage Math Recovery Assessment.
- All kindergarten through 5th grade students will be assessed using i-Ready Diagnostic three (3) times a year.
- Throughout each grading period, teachers will send home graded work and other communication noting student progress of expected skills.
- It is the responsibility of the student and parent to follow up on any concerns.

Primary School- Parents and Students will receive a report card communicating the level of achievement and progress on academic standards, as well as the way students engage in the learning process as individuals and with their peers.

- Below Standard
- Approaching Standard
- At Standard
- Above Standard

Intermediate Grades: Students will receive traditional grading reports based on percentages:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - 0 = U

STATE ASSESSMENT

- Administered to Grades 3, 4 and 5
- State required accountability assessment
- This is to measure the effectiveness of our educational program on a state level.
- Information on state testing can be found at www.education.ky.gov.

Homework Expectations:

Your child's homework will depend on his/her grade level. There are several reasons for homework

- To provide extra practice on skills introduced in class.
- To extend learning in content covered in the classroom.
- To provide an opportunity for students to learn good study habits.
- To provide an opportunity for growth in responsibility.
- Daily homework should not be viewed as punishment, but rather as a way to encourage and extend learning. The amount of homework should increase as a child moves through elementary grades.

Parents can do their part to improve homework when they

- Cooperate with the school to make homework effective.
- Provide your child with suitable study conditions (desk, table, light, books, and supplies).
- Show interest in what your child is doing, but do not do the work for them.
- Understand that teachers expect homework to be completed & returned on time.
- The statement "I don't have any homework" is unacceptable as all students can benefit from reading practice. A minimum of 20 minutes reading time nightly can be met by independent reading, being read to by an adult, or reading aloud together.

A student who studies well

- Brings notebook, paper, pencil, and other materials necessary to class.
- Is an active participant in the classroom (listens well and takes part in discussions).
- Asks questions if he/she doesn't understand the discussion or if he/she has a problem.
- Plans his/her work and schedules time for homework each day.
- Makes sure he/she understands the assignment before he/she leaves class.
- Uses what he/she learns and sees how each subject applies to the other subjects.

Technology:

- Students are encouraged to use the school's computers/network and the internet connection for teacher assigned, educational work.
- All students and teachers are required to sign and have on file a technology Acceptable Usage Policy (AUP) form.
- The AUP informs and requires parental consent concerning the multiple technology safeguards in place.

Library Books:

- Library books are loaned to students during the school year.
- All library books are to be kept clean and handled carefully.
- ***Students/parents will be required to pay for lost or damaged books/materials.***
- It is the responsibility of the student to care for their borrowed materials.

Student Activity and Planning Information:

Release of Student Information

While students are engaged in any school related event, there may be incidents when photographs, video taping or students' names and/ or student work may be used in the newspaper, school web page or other media. Student work may be displayed in classrooms, hallways, newspapers, or in other school related community displays.

- Photos-may be used in classrooms, hallways, newspaper, newsletters, community displays and/ or other school related media.
- Student Work- may be used in classrooms, hallways, newspaper, newsletters, community displays and/ or other school related media.
- Videotaping-may be used in classrooms or on school grounds. Times when this might occur include teachers completing required course work for teacher certification or television reporting on school event for local broadcast.
- Student Name-may be listed in hallways, newspaper, web page or other school related media for club membership, honor roll, academic team, school programs or other school related articles.
- **Any parent/ guardian may have their child exempt from release of student information. Stop by the main office for further information.**

Counseling Program and Family Resource Center

The Counseling Program and Family Resource Center work collaboratively to provide students and families with the support necessary to reduce barriers to learning.

- Amy Carmichael, Family Resource Center Director 859-624-4452
- Angie Wilcox, Counselor
- Students, parents, and teachers are encouraged to use the services provided.
- Referrals to community agencies and resources are in place to assist students and families with their needs.
- Kirksville Elementary is committed to developing the whole child.

Field Trips:

- Teachers are encouraged to plan field trips of an educational purpose. They are an integral part of the learning process.
- No child is to attend a trip unless the teacher has the returned medical and permission form with the parent/guardian's signature of approval. Forms are to be kept by the teacher until after the trip.
- Any adult wishing to attend a field trip must complete the volunteer procedures prior to participation and seek approval from the homeroom teacher.
- If a parent elects to transport his/her child on a field trip, that child shall be considered absent during that portion of the day. Since the child is not under our supervision during that time, they must be counted as absent.

Extra-curricular and co-curricular activities

Academic Team
STLP

Archery
FCA

Homeroom Parties:

- There may be special occasion parties.
- Alternative placement may be requested with respect for personal beliefs.
- Repeated violation of discipline procedures may result in exclusion from the party.

The Kirksville Elementary School Improvement Plan:

- The Kirksville Elementary School Improvement Plan is written as a plan for continued growth and improvement.
- Discussion of needs assessment, causes and contributing factors, measurable goals for improvement, action plans, and budgeting are part of this process.
- A copy is on file for the public at the Madison County Board Office, Kirksville Elementary, and Kirksville Elementary website.

Home/School Communication

Monday Folders:

- Important School communication will be sent weekly
- Parents are encouraged to review all information with student and discuss folder contents.

Title I Parent Compact:

- Title I is a federally supported program whose mission is to provide an equitable education to all. As required by current federal regulation, every Title I school must develop a school-family compact to outline how parents, the school and the student will share the responsibility of improving student achievement. Our compact supports that learning is a partnership between the family and the school for student success.

KIRKSVILLE ELEMENTARY SCHOOL SCHOOL-FAMILY COMPACT FOR LEARNING	
This compact pledges our school community to increase student achievement so that all students will be proficient learners.	
PARENTS/ GUARDIANS PLEDGE TO:	<ul style="list-style-type: none">• Stress the importance of regular school attendance.• Support the school regarding approved discipline procedures• Communicate with child's teacher on a regular basis.• Set aside time for homework.• Monitor and limit television viewing.• Help child see how to use reading to pursue hi/ her interests and goals.• Encourage child to understand and respect cultural diversity.
STUDENTS PLEDGE TO:	<ul style="list-style-type: none">• Be prepared for school each day with completed assignments and supplies.• Let my teachers and family know if I need help.• Understand the importance of regular school attendance.• Respect myself, my school and other people.• Follow rules of appropriate student conduct.• Understand and respect cultural diversity.
SCHOOL PERSONNEL PLEDGE TO:	<ul style="list-style-type: none">• Provide necessary assistance to families so they can complete homework assignments.• Communicate regularly with parents and students about student progress.• Provide high quality instruction in a supportive and non-threatening environment.• Maintain high expectations for all students, believing that all students can learn.• Make myself available and my classroom accessible to families.• Assist students with the writing process and contribute to writing portfolios.• Provide a physically safe environment conducive to the welfare of each student.• Encourage all students to understand and respect cultural diversity.

School Based Decision-Making Council:

- Kirksville Elementary implemented a School Based Decision Making Council in February of 1999.
- The Council is an elected representation of teachers and parents under the leadership and guidance of the school principal.
- “The school council shall have the responsibility to set school policy consistent with district board policy providing an environment to enhance student achievement and help the school meet the goals established by KRS 158.645”.

Kirksville Parent Teacher Organization (PTO):

- The Kirksville PTO meets monthly at the school.
- This organization is comprised of parents and teachers supporting their school.
- Attendance is open and all interested persons are invited.
- Information is sent home in Monday Communication Folders.

August 2021

Annual Notification: Parent Right to know

Dear Parent or Guardian:

The educators in Madison County Schools are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools and our district.

Our district receives federal funds for Title I, Part A programs as a part of the Every Student Succeeds Act (ESSA). Under ESSA, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you with the following:

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. Whether your child is provided services by paraeducators, and if so, their qualifications.

If you would like to request this information, please contact Gina Hall by phone at 859-624-4500 or by email at regina.hall@madison.kyschools.us. Please include your child's name, the name of the school your child attends, the names of your child's teacher(s) and an address or email address where the information may be sent. Thank you for your interest and involvement in your child's education.

Sincerely,

Gina Hall
Human Resources Associate Director

Agosto 2021

Notificación anual: derecho de los padres a saber

[fecha]

Estimado padre o Guardianes:

Los educadores en las Escuelas del Condado de Madison están comprometidos a proporcionar un programa educativo de calidad para su hijo. Esta carta es solo una de las formas de mantenerlo informado sobre el compromiso educativo de nuestras escuelas y nuestro distrito.

Nuestro distrito recibe fondos federales para los programas del Título 1, Parte A, como parte de la Ley de éxito de todos los estudiantes (ESSA), Bajo ESSA, usted tiene derecho a solicitar información sobre las calificaciones profesionales de los maestros de su hijo. Si solicita esta información, el distrito le proporcionará lo siguiente:

1. Si el maestro ha cumplido con los requisitos estatales de licencia y certificación para los niveles de grado y materias en las que el maestro brinda instrucción;
2. Si el maestro está enseñando en caso de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios estatales de calificación o licencia;
3. El título de bachillerato del maestro y cualquier otra certificación o título de posgrado que posea el maestro, y el campo de disciplina de la certificación o título; y
4. Si su hijo recibe servicios de para educadores y, de ser así, sus calificaciones.

Si desea solicitar esta información, comuníquese con Gina Hall por teléfono al 859-624-4500 O por correo electrónico a regina.hall@madison.kyschools.us. Incluya el nombre de su hijo, el nombre de la escuela a la que asiste, los nombres de los maestros de su hijo y una dirección o dirección de correo electrónico donde se puede enviar la información. Gracias por su interés y participación en la educación de su hijo.

Sinceramente,

Gina Hall

Director Asociado de Recursos Humanos

Notification of Testing Transparency August 2021

Dear Parent or Guardian:

Sections 1112(e)(2)(A)-(B) of the Every Student Succeeds Act (ESSA) requires the following regarding testing transparency.

(2) TESTING TRANSPARENCY-

(A) IN GENERAL. - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION. - Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including -

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available- (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and (II) the time and format for disseminating results.

Information about these requirements can be found on the Kentucky Department of Education's Assessments webpage (<https://education.kv.gov/A4/Assessments/Pages/default.aspx>) For further questions or to obtain a hard copy of this material please direct your inquiry to Steve Case, District Assessment Coordinator (steve.case@madison.kyschools.us)

Notificación de prueba de transparencia

Agosto 2021

Estimado padre o Guardianes:

Las Secciones 1112 (e) (2) (A) - (B) de la Ley de éxito de todos los estudiantes (ESSA) requieren lo siguiente con respecto a la transparencia de las pruebas.

(2) TRANSPARENCIA DE PRUEBA.

(A) EN GENERAL. - Al comienzo de cada año escolar, una agencia educativa local que recibe fondos bajo esta parte notificará a los padres de cada estudiante que asiste a cualquier escuela que reciba fondos bajo esta parte que los padres puedan solicitar, y la agencia educativa local proporcionará a los padres el solicitar (y de manera oportuna), información sobre cualquier política de agencia educativa local o estatal con respecto a la participación de los estudiantes en cualquier evaluación exigida por la sección 1111(b) (2) y por la agencia educativa estatal o local, que incluirá una política, procedimiento, o el derecho de los padres de excluir al niño de dicha evaluación, cuando corresponda.

(B) INFORMACIÓN ADICIONAL: - Sujeto al subpárrafo (C), cada agencia educativa local que recibe fondos bajo esta parte deberá estar ampliamente disponible a través de medios públicos (incluso mediante la publicación de manera clara y fácilmente accesible en el sitio web de la agencia educativa local y, cuando sea posible, en el sitio web de cada escuela atendida por la agencia educativa local) para cada grado atendido por la agencia educativa local, información sobre cada evaluación requerida por el Estado para cumplir con la sección 1111, otras evaluaciones requeridas por el Estado, y donde dicha información esté disponible y sea factible para informe, evaluaciones requeridas en todo el distrito por la agencia educativa local, incluyendo-

- (i) el tema evaluado;
- (ii) el propósito para el cual la evaluación está diseñada y utilizada;
- (iii) la fuente del requisito para la evaluación; y
- (iv) cuando dicha información esté disponible: (I) la cantidad de tiempo que los estudiantes pasarán tomando la evaluación y el horario para la evaluación; y (II) el tiempo y el formato para difundir los resultados.

Puede encontrar información sobre estos requisitos en la página web de Evaluaciones del Departamento de Educación de Kentucky (<https://education.ky.gov/44/Assessments/Pages/default.aspx>) Para más preguntas o para obtener una copia impresa de este material, dirija su consulta a Steve Case, Coordinador de Evaluación del Distrito (steve.case@madison_kyschools.us)

CURRICULUM AND INSTRUCTION

Title I - Parent and Family Engagement Policy

This Policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family members of students participating in the Title I program. Parents and family shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that recipients can understand. This Policy shall be made available to the local community and updated periodically to meet the changing needs of parents and family, and the school.

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents, family and the schools. All comments indicating parent and family dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the Department of Education. The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. Consistent with law and policy covering student records confidentiality, these goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the achievement levels in the challenging state academic standards; the achievement level of their child on the challenging state academic standards assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

SUPPORT FOR PROGRAM

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than ninety percent (90%) of the reserved funds with priority given to high-need schools. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities. The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents and family, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

Title I - Parent and Family Engagement Policy**SUPPORT FOR PROGRAM (CONTINUED)**

2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
3. Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend for informing them of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this Policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:
 - Does this Policy increase parent participation?
 - What barriers to parent participation still exist, and how can they be reduced or removed?
 - The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this Policy, if necessary.
6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICY

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This Policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy and accompanying checklist shall be kept on file in the Central Office.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994

P. L. 114-95, (Every Student Succeeds Act of 2015)

KRS 157.077; KRS 158.645; KRS 158.6451 KRS 158.865; KRS 158.866; KRS 158.867

20 U.S.C. § 6318

RELATED POLICIES: 03.112; 08.1345; 09.11

Adopted Amended: 7/12/2018 - Order #: 2018-2233

CURRÍCULO E INSTRUCCIÓN

Título I Política de participación de padres y familias

Esta Política y el plan para implementarla se han desarrollado conjuntamente y de acuerdo con, y se distribuirán a los padres y familiares de los estudiantes que participan en el programa Título I. Los padres y la familia serán notificados de la política en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los destinatarios puedan entender. Esta Política se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la familia, y la escuela.

EXPECTATIVAS PARA LA PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA

Dependiendo de la confirmación de los recursos y otra información necesaria proporcionada por las autoridades estatales y federales, Es la intención de la Junta que los padres y la familia de los estudiantes participantes tengan oportunidades flexibles para una participación organizada, continua y oportuna en la planificación, revisión y mejora del programa del Título I, incluidas las oportunidades para sugerir modificaciones, basadas en necesidades cambiantes de los padres, la familia y las escuelas. Todos los comentarios que indiquen la insatisfacción de los padres y la familia con el plan Título I se recopilarán y enviarán junto con el plan al Departamento de Educación. El programa Título I estará diseñado para ayudar a los estudiantes a adquirir las capacidades y alcanzar las metas establecidas por la ley, así como las metas y estándares establecidos por la Junta. De acuerdo con la ley y la política que cubre la confidencialidad de los registros de los estudiantes, estos objetivos y estándares se compartirán con los padres y la familia de manera que les brinde: (1) información oportuna sobre los programas; 2) una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante, los niveles de rendimiento en los estándares académicos estatales desafiantes; el nivel de logro de su hijo en las desafiantes evaluaciones de estándares académicos estatales; y (3) si se solicita, oportunidades para reuniones regulares para formular sugerencias y participar en las decisiones relacionadas con la educación de sus hijos.

APOYO AL PROGRAMA

Si la asignación del Título I del Distrito es de \$ 500,000 o más, el Distrito deberá reservar no menos del uno por ciento (1%) de su asignación con el propósito de promover la participación de los padres y la familia y distribuir a las escuelas del Título I no menos del noventa por ciento (90 % de los fondos reservados con prioridad dada a las escuelas de alta necesidad. Los padres y la familia de los estudiantes participantes tendrán la oportunidad de ayudar a decidir cómo se asignará esta parte de los fondos del Título I para actividades de participación de padres y familias.

El Distrito proporcionará coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar. Estas medidas pueden incluir, entre otras, las siguientes:

1. Designación de recursos para ayudar a comunicarse con los padres y la familia, transportarlos a los lugares de reunión y/o realizar visitas al hogar, brindar cuidado de niños para las reuniones, alentarlos a usar los centros de recursos para padres y familias disponibles y trabajar con ellos para mejorar las habilidades de los padres, particularmente aquellos que los ayudarán a trabajar con sus hijos para mejorar sus logros educativos. Los recursos pueden incluir individuos, agencias, materiales y servicios.

Título I Política de participación de padres y familias

APOYO AL PROGRAMA (CONTINUACIÓN)

2. Compartir opciones para coordinar e integrar las estrategias del programa Título I con los servicios de otros programas comunitarios, empresas y agencias.
3. Identificación de las formas en que los padres y la familia pueden participar en actividades de capacitación del personal para demostrar el valor de la parti padres y la familia y diversas técnicas diseñadas para involucrar con éxito a los padres y la familia como socios iguales en la educación de sus hijos.
4. Hacer un esfuerzo de buena fe para convocar una reunión anual en un momento conveniente al que todos los padres y familiares de los niños participantes serán invitados y alentados a asistir para informarles sobre la participación de su escuela y los requisitos para los programas del Título I y sobre sus derechos a ser involucrado.
5. Diseñar y llevar a cabo un proceso de evaluación anual efectivo mediante el cual los padres puedan compartir sus ideas sobre el contenido y la efectividad de esta Política para idad académica de las escuelas que reciben fondos del Título I y el plan diseñado para implementarla. El proceso se centrará en las siguientes preguntas:
 - ¿Esta política aumenta la participación de los padres?
 - ¿Qué barreras existen para la participación de los padres y cómo se pueden reducir o eliminar?
 - Los hallazgos producidos por la evaluación anual se utilizarán para diseñar estrategias para el mejoramiento escolar y para revisar esta Política, si es necesario.
6. En el diseño de actividades y materiales para padres, se prestará especial atención a alcanzar e involucrar a aquellos que están en desventaja económica, que están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o son de cualquier origen racial o étnico minoritario.

POLÍTICA ESCOLAR

Cada escuela deberá presentar al Superintendente y a la Junta, para su revisión y comentarios, su política de participación de padres y familias de la escuela Título I, que debe cumplir con todos los requisitos legales, incluido un pacto escuela-padres desarrollado de acuerdo con los requisitos legales. Esta política se desarrollará conjuntamente con la escuela y la distribuirá a los padres de los estudiantes participantes. Una copia de la política de participación de padres y familias de cada escuela y la lista de verificación que la acompaña se mantendrá en el archivo de la Oficina Central.

REFERENCIAS

Sección 1118 de la Ley de Mejoramiento de las Escuelas de América (IASA) de 1994 PL 114-95, (Ley de éxito de todos los estudiantes de 2015)

KRS 157.077; KRS 158.645; KRS 158.6451; KRS 158.865; KRS 158.866; KRS 158.867

20 USC § 6318

POLÍTICAS RELACIONADAS:

03.112;08.1345; 09.11

Adoptado / modificado: 7/12/2018

School personnel shall actively pursue the prevention and control of head lice in the district's schools by developing a consistent education, screening and follow-up program for all students.

Principals and school personnel trained to identify live lice shall adhere to the following guidelines:

1. When students are observed/reported to have live head lice any time during the school year:
 - a. Playmates closely associated with the student and possibly siblings of the student that attend the same school may be checked for live lice, which are defined by the Center for Disease Control as crawling lice. In general, school-wide checks are not required.
 - b. Parents of each student identified as having live lice will be contacted by a school/District representative advising them of the finding.
2. Principals or school/District personnel shall offer parents of students identified as having live lice:
 - a. Visual evidence of live lice in the student's hair.
 - b. Verbal and/or written information/direction for hair treatment and household procedures.
3. In most cases, students should not be excluded from school. However, in all instances when personnel identify live lice, they shall confirm with the student and/or parent/guardian that the following have occurred:
 - a. The parent/guardian has combed the student's hair with an actual lice/nit comb or applied special lice killing shampoo on the same or next day.
 - b. When the student returns to school after treatment, designated school personnel rechecked the student before s/he returned to the classroom. If live lice remained, steps 2 and 3 above were re-established.
4. School personnel shall follow up with students found with a second and subsequent case of live head lice to assure that:
 - a. Prescribed medical treatment for live lice has been applied to the student's hair no later than the next day.
 - b. Any second application required is applied within the recommended time frame.
5. The Superintendent/designee shall:
 - a. Establish education/information programs on head lice control methods for school personnel, community members, students and parents.
 - b. Provide each school with written materials on head lice control and prevention.

Integrated Pest Management Notification

Each school district in the Commonwealth is required to implement a program of "integrated pest management" with the primary goal of preventing and controlling pests through strategies that may include judicious use of pesticides. The application of pesticides in the school or on school grounds during times when children are present is limited by state regulation, but there may be occasions when, after consulting with a certified pesticide applicator, the school administration determines that a pesticide application is necessary when children are present in the school. As required by state regulation, we have created a registry for parents or guardians who wish to receive an electronic message or telephone call prior to the application of pesticides in the school when children are present. Please provide the school administration your email address or phone number if you wish to be placed on this registry.



Madison County Schools does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, disability, or genetic information in educational programs, activities, and employment and provides equal access to the Boy Scouts and other designated youth groups as set forth in compliance with federal and state guidelines. The following person is responsible for coordination of compliance efforts and has been designated to handle inquiries regarding the non-discrimination policies: Title IX Coordinator, Madison County Schools, 301 Highland Park Drive, Richmond, KY 40475; 859-624-4500.

Student Handbook

Policies and Procedures

Student Name: _____

Homeroom: _____

_____ I understand that all visitors must sign-in /register in the front office.

_____ I understand that confidentiality training is a requirement for anyone to chaperone a field trip, participate in a classroom party, or to volunteer in any capacity within the school building.

_____ I understand and support the Student Release of Information to the media information.

_____ I understand and support the Important Daily Information provided.

_____ I understand and support the Information that is Vital to Student Success; including all behavior expectations and discipline standards.

_____ I understand and support the Homework expectations.

_____ I understand the Enrollment and School Record information.

_____ I understand and support the Instructional Information provided.

_____ I understand and support the Student and Activity Planning information.

_____ I understand and support the Home/School Communication information.

_____ I understand and support the Title I School/Family Compact.

Please sign and return to your child's homeroom teacher as soon as possible.

_____ I have read and discussed The Kirksville Student Handbook with my child. Please sign and return to your child's homeroom teacher as soon as possible.

Parent Signature

Date

Parent Signature

Date

Student Signature

Date