

Charleston Elementary School

“We are Charleston Elementary, and Excellence lives Here!”



Student and Parent Handbook

2018-2019

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PRINCIPAL'S MESSAGE

Greetings Charleston Elementary School Parents, Community Stakeholders, and Students!

It is with great excitement that I welcome you back to school for the 2018-2019 school year. I feel blessed and honored to serve as your new principal at Charleston Elementary School. Together with Mrs. K. Patrice Beamon, my assistant principal, and the entire CES staff; we will strive daily to provide our students with a high quality education that will give them the tools necessary to compete locally, regionally, and beyond.

This year, we are adopting the school motto "We are Charleston Elementary School, and Excellence Lives Here!" In all that we do, we will work to promote a spirit of excellence. Our students deserve the very best; and we trust that you will join our quest for excellence by pledging your support in every way possible to maximize their potential for success.

As we move forward throughout the school year, we desire to engage in ongoing collaboration with you to create viable partnerships to help meet the needs of our students. Together, we can ensure that we are positively impacting their lives and ultimately the future of our world.

Thank you for the opportunity to partner with you in shaping the minds of our most precious resource, our children. We look forward to celebrating the many successes we will experience this year at Charleston Elementary School.

Best regards,

Coretta C. Miller, Principal

East Tallahatchie School District Mission Statement

The mission of the district is to provide all students with the opportunity to develop academically, physically, socially, and emotionally to their greatest potential in order to become self-sufficient, productive members of society.



East Tallahatchie School District Vision Statement

The vision of the East Tallahatchie School District is that all students in the district will be proficient or above as measured by the current Mississippi state assessment by 2022.

Charleston Elementary School Vision Statement

All students at Charleston Elementary School will be successful at grade level as measured by state data and community/staff feedback.

Charleston Elementary Goals



We at Charleston Elementary School aim to educate every student successfully. We aspire to provide a safe, orderly environment where teaching and learning exhibits excellence daily.

Our approach to academic excellence at Charleston Elementary School is based on the following goals:

- Increase the rigor and quality of Tier I instruction to maximize learner success.
- Engage all stakeholders in continuous learning opportunities that build capacity to meet the needs of a diverse population of learners.
- Create and maintain a safe and nurturing environment filled with high expectations of appropriate student behavior and achievement.
- Utilize data to monitor and adjust instruction and school-wide practices that yield desired student outcomes.

OUR CORE VALUES AT CHARLESTON ELEMENTARY SCHOOL

SAFETY
HIGH EXPECTATIONS
ACCOUNTABILITY
RESPECT
COMMUNICATION

These values will be evident through our interactions with each other-the faculty, staff, students, parents, and community. It is our mission that these values guide us in our pursuit of a life of excellence.



"Excellence is our Only Option"

*East Tallahatchie School District
Academic Calendar*

2018 - 2019



July 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

August 2018						
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September 2018						
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30						

October 2018						
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28	29	30	31			

November 2018						
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December 2018						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
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20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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March 2019						
Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
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28	29	30				

May 2019						
Su	M	Tu	W	Th	F	Sa
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June 2019						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

KEY	Students Return	All Schools and Offices Closed	Teachers PD/Work Day (No Students)	Progress Reports
	Early Release Day	No Students or Teachers (Offices Open)		Report Cards

Calendar Dates	
July 4 th : Independence Day Holiday	Jan 1-4: New Year Holiday
TBD: New Teacher Orientation	Jan 7: Classes Resume
Aug 3, 6, 7: Teacher In-service (PD)	Jan 10: Report Cards
Aug 8: Student Classes Begin	Jan 21: Martin Luther King Holiday
Sept 3: Labor Day Holiday	Feb 7: Progress Reports
Sept 6: Progress Reports	Feb 18: Professional Development Day
Oct 5: Fall Break	March 11-15: Spring Break
Oct 8: Professional Development Day	March 21: Report Cards
Oct 11: Report Cards	April 18: Progress Reports
Nov 8: Progress Reports	April 19-22: Easter Holiday
Nov 19-23: Thanksgiving Holiday	May 24: Early Release/Last Day for Students; Graduation
Dec 20: Early Release Day	May 27: Memorial Day Holiday
Dec 21-31: Christmas Holiday	May 28-29: Professional Development Days (29 th Teachers' Last Day)

Dr. Darron Edwards, Superintendent
Mr. Lincoln Smith, Vice President
Ms. Tameka McIntyre, Secretary

Mr. Darrel Neal, School Board President
Mr. Raymond Radcliff
Mrs. Donna Jo Taylor

No Early Release Days allocated for this academic year.

Classes begin each regular school day at 7:45 and dismiss at 3:12 at all schools.

Report cards go home the Thursday following exams.

If days are needed for inclement weather, we will attend school on May 26, and/or May 27.

Parents are asked to have students at school no earlier than 7:15. There are no teachers on duty before that time.

Student's Formula for Success

Each child has the best potential of success at school if he or she:

- Has a full night's sleep each school night
- Eats a nutritious breakfast
- Is ready for school on time
- Attends school every day
- Has few or no late arrivals or tardy days
- Has a set location, time, and routine for doing homework
- Reads and is read to at home on a daily basis
- Receives lots of encouragement and earned praise from the people who mean the most to him or her
- Is motivated by parents to participate fully in the activities of his class
- Is taught respect for self, others, and school property
- Recognizes the importance of following rules and expectations

The staff at Charleston Elementary School supports and appreciates your efforts in sharing this CES handbook with your child and for sending your child to school ready and eager to learn.

CHILDREN LEARN WHAT THEY LIVE



If a child lives with criticism, He learns to condemn.

If a child lives with hostility, He learns to fight.

If a child lives with ridicule, He learns to be shy.

If a child lives with shame, He learns to feel guilty.

If a child lives with tolerance, He learns to be patient.

If a child lives with encouragement, He learns confidence.

If a child lives with praise, He learns to appreciate.

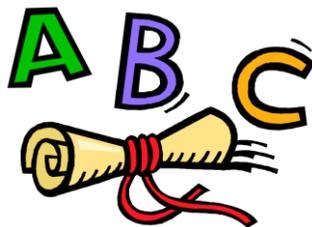
If a child lives with fairness, He learns justice.

If a child lives with approval, He learns to like himself.

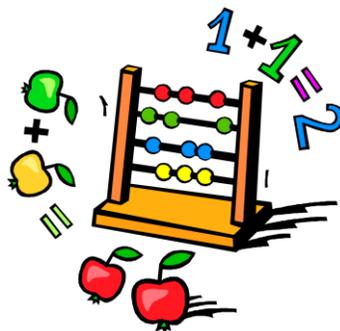
If a child lives with acceptance and friendship, He learns to show love to others in the world.



Dorothy Law Noble



Welcome to Charleston Elementary School



Parents and Visitors

Parents and other visitors are welcome to visit at Charleston Elementary School. Upon arrival on the campus, all visitors must report to the principal's office to sign in and receive a visitors-pass. Visitors should use the main entrance to the school located on East Chestnut Street. Due to the need for adequate school safety measures, we ask that all visitors abide by this important policy

Important instruction is ongoing at our school from 7:45 to 3:12 each day. Your child's teacher will send you their daily instructional schedule highlighting their **reading block, math block, intervention block, other important instructional blocks, and planning time**. Instructional blocks of time are dedicated to quality instruction in the classroom with no outside intrusions that prohibit student or teacher time on task.

Because we at CES are committed to quality instruction, we try every means to eliminate any interruptions during the instructional day. Please help us provide the best possible instructional setting for your child by scheduling teacher conferences during the teacher's planning period or after school. **When possible, please schedule doctor and dentist appointments for after school.**

Parent Notification of Absent Days, Tardy Days, and Early Checkout Policy

Please Read Carefully

Attendance Policy

East Tallahatchie School Board Approved August 04, 2011

Perfect Attendance Definition: Students with no absences and only one tardy and no discipline referrals are considered to have perfect attendance for that grading period/ month/ year.

Absenteeism:

Follow the District Policy and MS Compulsory school attendance law SEC 37-13-91 that states-

- **Important Note: HB 1530 shall take effect and be in force from after July 1, 2013: Any compulsory-school age child who is absent more than 37% (2 ½ hours) of the instructional day must be considered absent the entire day.**
- A student must not incur more than 20 unexcused absences for a 1 unit course or academic class during the school year.
- If a student's absence results in them missing an academic class then it can be an excused absence if the student has not used their 3 semester parental excuses for missing that class or has a Dr.'s excuse.
- Written excuses must be given to the office within 3 school days as to the disposition of the absence or the absence will be considered unexcused.
- Students may not incur more than 10 unexcused absences per semester. Three parent excuses are allowed during a semester or ½ unit course.
- No absence will be excused when it is due to suspension, expulsion or other disciplinary action; but, suspended students who are not immediately placed in an alternative setting are required to make up work within specified deadlines.

Tardy:

- Students are expected to be in class on time each period of the day. Teachers are responsible for documenting tardies. A record of tardies will be maintained in the principal's office.
- Tardy to school shall be excused if:
 - A school bus was late
 - The student is in an accident (with verification)
 - Any other emergency or circumstance approved by the school's administration or school board, such as natural disasters, weather, etc.
- A maximum total of 5 unexcused tardies, whether accumulated on one or more days will be allowed each semester.
- Note: 3 unexcused tardies will equal 1 unexcused absence (in any one school year).
- Students are allowed 3 parental excused tardies per semester.

A student will be assigned the following penalties for violation of the tardy rules:

First-Third Tardies-Verbal warning with tardy slip issued by teacher and/or office.

Fourth Tardy and Subsequent Tardies- Mandatory parent conference with building administrator and a referral sent home by U.S. mail detailing habit of tardiness. The student and parent are also reported to the appropriate authorities, the school Attendance Office and Youth Court Personnel, and DHS for excessive tardy days and/or absent days.

Students can only be expected to learn and master MS College and Career Ready standards if he or she has the opportunity to experience quality instruction in the classroom.

Students who are absent on the average of one day a week miss the equivalent of one entire nine week period of instruction per year.

Regular student attendance is expected and mandated by the Mississippi State Department of Education. **Students must have a written excuse for each absent day from school.**

Written documentation submitted within three (3) days of an absence will allow the school to revise your child's attendance record to indicate the day(s) missed are recorded as excused absences. Unexcused absences cannot be revised after that five day window.

We cannot accept excuses at the end of the school year to modify a child's attendance report for the school year.

Excused absences will include:

1. Illness
2. Death
3. School sponsored events
4. Situations cleared in advance by school officials

ARRIVAL AT SCHOOL

The building will open to receive students at 7:15 A.M. The school day begins at 7:45 A.M. and ends at 3:12 P.M. Upon arrival, students should report to the cafeteria. In order to promote responsibility in the student, we also encourage parents to let their child out at these locations and not walk the child into the classroom.

LATE ARRIVALS/TARDINESS

All students will be expected to report to school before 7:45 A.M. A tardy student should report to the main office to be signed in. No tardy student should ever be dropped off to go to their classroom but rather be accompanied by an adult and signed-in at the main office.

LEAVING SCHOOL DURING SCHOOL HOURS

It is extremely important for students to attend school for the entire school day. If a student must leave the campus during the school day, the student must be signed out by an adult listed on his/her authorized check out list. **School policy requires that a students be here 67% of the school day to be counted present for the entire day. For a child that arrives to school by 7:45 a.m., that child may not be checked out before 1:00 p.m. in order to be counted present for that day. A child coming in late must be here by 10:00 a.m. and stay the remaining hours to be counted present for the entire day.** Parents coming to the school to pick up their child must come to the office and sign the student out before the student can be released. Students are not to be signed out by another minor. Proper procedures in these matters are important to the security of your child and others. Please abide by these procedures to help maintain a secure and safe environment for all students.

DEPARTURE FROM SCHOOL

Students that ride **FIRST LOAD** buses and students that are **CAR RIDERS** (picked up by a parent or their designee) are dismissed at 3:12 P.M. at designated areas for each grade to avoid the bus loading area. Parents are urged to maintain orderly car-rider lines and follow all traffic laws.

Drivers are asked to not use the street where buses are loading to pick up students. Please use the side streets designated for each grade.

Students that ride the **SECOND LOAD** buses are dismissed as these buses arrive.

ADMISSION POLICY



Students enrolled for the first time should report to the school office for enrollment information. The enrollment process will require completion of several documents that include:

1) Immunization

Mississippi State Law requires all students to be immunized according to requirements of the State Board of Health in order to be enrolled in school in Mississippi. If you do not have proper immunization, please contact the local Health Department (phone-662-647-3404) or your child's primary physician to receive the proper certificate to be placed in your child's school record.

2) Verification of Residency

Mississippi state law requires each district to verify that the parents or guardians of the child being enrolled are residents of that school district. Parents or guardians must complete the Residency Registration form and present (2) two proofs of residency that reflect a 911 address.

3) Certified Birth Certificate

Parents should also be prepared to present a certified birth certificate to verify the vital information needed for the school record. We request the long form of the birth certificate which contains all the necessary information.

4) Social Security Card

It is helpful to include a copy of the social security card when enrolling your child. However, not presently required, we ask that if a card is not available, the parent present the child's social security number.

ADMISSION FROM NON-ACCREDITED SCHOOLS

The district does not accept students from schools or programs (including correspondence, tutorial, or home study) that are not accredited by a state or regional agency. The district requires the administering of a standardized achievement test and or teacher-made special subject test to determine the grade level to which the elementary transfer student should be assigned.

IMPORTANT DISTRICT UNIFORM POLICY REMINDERS



The uniform policy for the East Tallahatchie School District is School Board approved. This policy provides a common set of rules and student expectations as well as consequences for violations of uniform policy throughout the school district.

For easy reference for parents, the uniform policy is included in school handbooks on all campuses each year

Among other things, **the uniform policy states that students must wear a black or brown dress type belt, have uniform shirts that remain tucked in throughout the school day, wear no cargo or other non-regulation pants and/or Capri pants, and wear shoes that have shoelaces tied or remain buckled throughout the school day. Hooded sweatshirts that pull over the head are not allowed.**

All parts of the uniform policy must be adhered to if one is considered in uniform. If there is no belt, then the student is not in compliance with the uniform policy. If shirts are not tucked in, a student is not considered in uniform. Please be aware that disregarding one or more parts of the uniform policy compromises the integrity of the entire uniform policy. Proper clothing and neat personal appearance are appropriate for school. Cleanliness and good grooming of hair and nails are essential for proper appearance. Males are asked not to wear earrings.

We must stress that the District Board Approved Uniform Policy included in the CES Handbook will be followed for the current school year.

Many students have disregarded the wearing of a belt and/or have adopted the wearing of many non-uniform items. Please review the uniform policy carefully and keep the CES Handbook for easy reference this school year.

We are extremely mindful that you as parents are our front line defense and best support in preventing a student being sent home because of uniform infractions. It is only with your daily support and supervision that we will be able to curtail and prevent uniform violation suspensions. **All suspensions constitute an unexcused absence for your child.**

East Tallahatchie School District School Wide Uniform Policy

Please Note: Students are not considered in uniform unless all the following are present

Shirts	<ul style="list-style-type: none"> <input type="checkbox"/> Solid Black <input type="checkbox"/> Solid Gold <input type="checkbox"/> Solid White <input type="checkbox"/> Solid Black, Gold, or White Polo with Charleston OFFICIAL logo <input type="checkbox"/> Three-button pull-over type with a collar <input type="checkbox"/> All shirts must be tucked in <input type="checkbox"/> Undershirts must be short sleeve black, white, or gold in color.
Pants, Skirts, Shorts	<ul style="list-style-type: none"> <input type="checkbox"/> Black, blue or khaki color <input type="checkbox"/> All pants must have a hem <input type="checkbox"/> Pants and shorts must have belt loops <input type="checkbox"/> Skirts and shorts can be no shorter than one inch above the knee <input type="checkbox"/> Low riders and cargo pants are not allowed <input type="checkbox"/> Pants, skirts, and shorts must not sag <input type="checkbox"/> Corduroy pants or jeans are not allowed * <input type="checkbox"/> Multi-colored socks are not allowed * <input type="checkbox"/> Socks should be solid colors, Khaki, Black, white or navy
Belts	<ul style="list-style-type: none"> <input type="checkbox"/> Black or brown with a dress style buckle <input type="checkbox"/> Belts must be visible in front and back at all times
Shoes	<ul style="list-style-type: none"> <input type="checkbox"/> Shoes must be worn at all times <input type="checkbox"/> House shoes and thong like shoes (flip flops) are not allowed <input type="checkbox"/> Shoes with laces must be laced and tied <input type="checkbox"/> Shoes with Velcro must be fastened
Jackets	<ul style="list-style-type: none"> <input type="checkbox"/> Jackets must be the type that zip, snap, or button which must be opened when entering a building on campus. <input type="checkbox"/> Pullover jackets or sweat shirts are not Allowed
Accessories	<ul style="list-style-type: none"> <input type="checkbox"/> Male students <u>MAY NOT</u> wear earrings. <input type="checkbox"/> Female students may wear small stud or hoop earrings; no larger than a nickel size in circumference. <input type="checkbox"/> Hats may not be worn other than on designated spirit days.

LABELING OF CLOTHING AND SUPPLIES

It is suggested that parents label their child's clothing such as coats, sweaters, backpacks, supplies, and other personal items. Such criteria will eliminate confusion and help identify items in the lost and found.

SUPPLY LISTS

The supply lists for each grade may be obtained from the school website. The list is given to new students with their registration papers. The list is also given to each student in the last report card for the upcoming school year.

TEXTBOOKS

Textbooks are assigned to students on the first week of school. Their homeroom teachers issue books to students in first through fourth grade classes. The students will be held responsible for the loss or damage to textbooks issued to him/her. The teacher will determine the extent of damage and assess the student in the amount of fines or cost of replacement of such textbooks. All students should own a book bag to carry books, supplies, and assignments from school to home and back. Book bags should help students organize, protect, and transport books and supplies in a responsible manner. Please ensure that your child brings his/her book bag to school each day. It is also a wise practice to check your child's book bag to retrieve notes from the teacher, etc. It is also very important that students not bring items in their book bag that are not allowed at school.

Lost and/or damaged textbooks fines must be paid before the student can receive or be issued textbooks for the next year or receive his/her report card.

PROTECTION OF CLASS TIME

Instructional time will be protected from interruptions. The principal and other school staff will work diligently to avoid interruptions of school time.

Social activities during school hours will be limited to those which have an instructional purpose. The principal must approve all such activities.

SCHOOL PHONE

School phones are for business use only. They are not to be used by students except in emergencies and then by permission of the school official in charge.

CELL PHONES AND OTHER ELECTRONIC DEVICES



Students are not allowed to bring cell phones or other electronic devices to school or on the school buses. In the event cell phones or other electronic devices are brought to school by students, these items will be kept in the main office. Parents may pick up cell phones and other electronic devices from the office at the end of the school day for a first violation; for further violations, these items will be made available to parents at the end of the school year.

CHANGES IN TRANSPORTATION

Please send notes about transportation changes by 1:00 p.m. ALL changes in transportation just be submitted to the school office in writing. This helps us make sure your child has proper transportation information before dismissal time. Bring lunch money, books, supplies, and etc. to the office. For the safety of all students and the protection of class time, it is **mandatory** that all persons report to the office to receive a **VISITORS PASS** upon arriving on campus. With parental support, we need to protect teaching time and avoid interruptions that cause student distractions and instructional delays.

CHANGE OF ADDRESS AND PHONE NUMBERS POLICY

The importance of maintaining updated records cannot be overemphasized. The Mississippi Department of Education requires all local schools to maintain current contact information in the State Operated Student Tracking System. It is urgent that parents of CES students notify the school office immediately upon change of contact information.

DISTRICT PROMOTION/RETENTION POLICY

KINDERGARTEN: Students should be able to successfully master specified readiness skills before being promoted to the first grade.

FIRST GRADE-FOURTH GRADE: Students must receive passing marks on grade-level skills in reading/language arts **and** math to be promoted to the next grade. If a student has failing grades in reading **or** math they shall not be promoted to the next grade.

EXEMPTION POLICY

Any student who has remained on the Superintendent's List for all four nine week reporting periods is eligible for exemption of final semester exams.

Exemption does not preclude the attendance policy. A student who is exempt from an exam is not exempt from attending school on those days.

GRADING POLICY

A = 90 - 100	
B = 80 - 89	
C = 70 - 79	
D = 65 - 69	
F = 64 AND BELOW	

HONOR ROLL

Superintendent List	90 -100
Principal List	80 - 89

GRADING SPECIAL EDUCATION STUDENTS

Special education students who are enrolled in regular classes in K-4 are expected to meet regular classroom expectations. If the student is graded by any means other than the district's regular education grading policy, this information will be noted on the student's report card.

REPORTING PERIODS

Students are graded on four (9) week periods. Parents may be required to attend a parent-teacher conference after the first nine-weeks grading period to discuss student progress.

If you are notified of a conference, please make every effort to arrange some time to visit personally with your child's teacher to learn about his/her successes and ways to improve areas that may need extra help.

If you feel a conference is necessary at any time, please do not hesitate to arrange an appointment. We will try to arrange a conference for you at a time that will not interfere with the teacher's instructional time.

DISTRICT TESTING PROGRAM

The district follows the guidelines for testing set forth by the Mississippi State Department of Education. Each spring the Mississippi Curriculum Tests are given statewide to students enrolled in grades 3-8. Students are tested in ELA (English Language Arts), and Math.

These reports are returned to the district during the summer. Parents will receive a copy of test reports when they become available.

GRADE 3 LITERACY-BASED PROMOTION ACT

Beginning in the 2018-2019 school year, a student scoring below a level 3 in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

CURRICULUM NOTES

LANGUAGE ARTS



Reading, writing, grammar, and spelling are basic to a good school program. Charleston Elementary School stresses all areas. Our teachers and staff are trained to use the best scientifically based research practices to teach these important areas. Much of the instructional day is spent in developing students into skillful readers. As a parent you can encourage your child to:

1. Spend time reading and looking at books and other printed materials.
2. Write and draw pictures about many things and then talk about these things together (provide a variety of writing materials to use such as pencils, paper, markers, colored pens, etc.)
3. Let your child observe YOU reading books, magazines, newspapers, etc. When children see the enjoyment that you get from these reading experiences, they will be encouraged to copy your behavior.



MATH

Math reasoning and basic facts of addition, subtraction, multiplication, and division are taught and reviewed during the school year. **To be successful in math reasoning, students must learn (commit to memory) the basic facts.** This can be done in fun, creative ways at home through games and other activities. Math should be viewed as a way of communicating with numbers. If parents have a positive attitude toward math and make math interesting and fun with their child, they will develop into strong math students.



MUSIC

Every student will attend music class once a week. In these classes, the teacher teaches the rudiments of music and songs. The music teacher also works to enhance the regular curriculum by providing musical activities to follow the classroom units of instruction and skills. The music teacher directs and assists with school programs and plays during the school year.



SOCIAL STUDIES

Elementary social studies is a general study which includes geography, history, economics, and sociology. The basic objective is to help children understand the world around them. These social studies skills are taught in an integrated curriculum approach during the course of the year as well as by teaching specific social studies objectives outlined in the MS Social Studies Frameworks to cover the skills specific for that grade.



SCIENCE

The elementary science curriculum develops an awareness and knowledge of the earth, plants, animal, and the effects all has on man. This is an enjoyable subject for all children and a very basic one to develop skills for a number of vocational pursuits. A study of man and his health needs are included in the science curriculum. Students will be taught science concepts throughout the year as they are introduced.



PHYSICAL EDUCATION/HEALTH

Students will participate in structured physical education/health activities at least once a week in a class designated for this purpose. This class will teach students the basic rules of games, how to compete with a positive attitude, build fine and gross motor skills, and how to maintain a healthy body. Students should always wear tennis shoes on their P.E./health day.



SCHOOL ART

The classroom teacher will provide opportunities for students to experience art in various mediums. Many opportunities for art expression will be offered and encouraged during the school year.

Important Parent Information Regarding Common Core (MCCRS)

The following is basic information the parent should know about the new standards your child will be tested on in following years.

✓ Common Core State Standards (MCCRS) are a set of expectations that outline what students should be learning in English/language arts and mathematics at each grade level (K-12).

✓ The Goal of the MCCRS is to make sure that all students are well prepared for college, technical education, or the workplace after high school graduation.

✓ The MCCRS do not tell teachers how to teach; they simply outline the skills that all students should master.

✓ The MCCRS do not address content areas other than reading/language arts and mathematics; however, they do include standards related to content area reading in history/social studies, science.

✓ The MCCRS were designed to provide a single set of researched-based standards that will ensure that all students have access to the same rigorous academic content.

✓ The MCCRS were developed by a group of educators and experts coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

✓ Because the U.S. Constitution gives individual states the right to oversee education, participating states will likely be in charge of any testing that is done for the purpose of monitoring student progress.

✓ Individual schools will need to make decisions regarding the details of implementation for English language learners and with students receiving special education services.

✓ Parents can access the Common Core State Standards in their entirety on the MCCRS website. By reviewing the standards for their child’s grade level, parents can be better equipped to provide support for their child’ learning at home.

Closing Thoughts

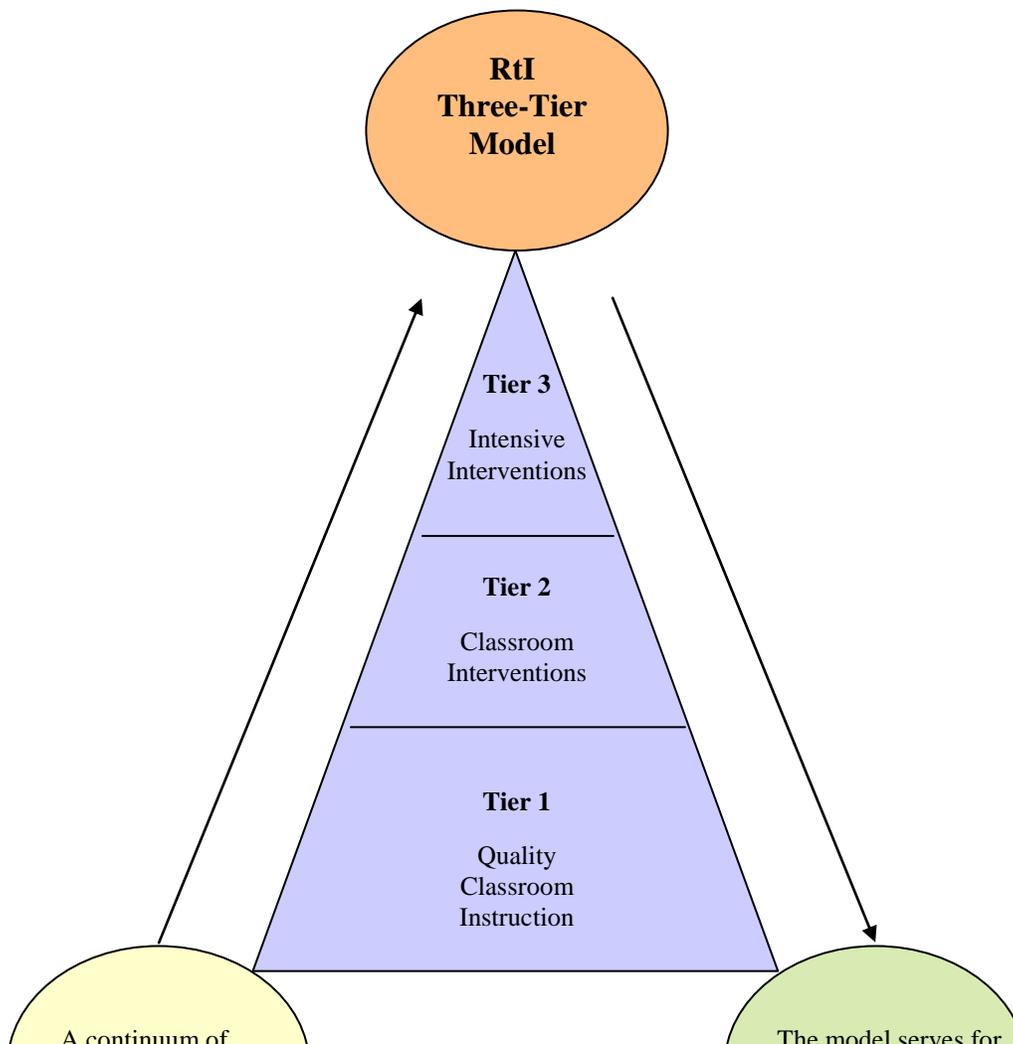
Parents can support their children’s success by asking the children to talk about what they are learning, reading to and with their children, and providing opportunities to learn new things at home and in the community. You may also be able to find more information about the standards from your school or district. If you see parent updates about the Common Core, find out what is being offered. By being informed about the new standards, you will be better prepared to help your child make this important transition.

STUDENT SUPPORT SERVICES

Student support services are coordinated through the school and district office. Services provided include individual and group counseling for students, and when appropriate, consultation with parents, teachers, administrators, and external agency personnel. The student support system program addresses student, instructional, and behavior needs.

Response to Intervention

RtI is a comprehensive, problem-solving, and multi-tiered intervention strategy to enable identification and intervention of ALL students who may be at academic or behavior risk. It is a school-wide process that requires universal screening of all students, the provision of effective instruction in a core curriculum, and the provision of immediate interventions based on student needs. RtI is mandated by State Board Policy 4300. The Mississippi Department of Education shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction for academics and behavior expectations.



Tier 1: Quality instruction in general education of the Mississippi Curriculum by highly qualified teachers that includes the following:

- Universal screeners of fluency, comprehension, vocabulary, computation, and universal screening for high school students who will be taking the state subject area tests
- Universal screener of behavior
- Instructional delivery supported by scientifically based research
- Differentiated instruction
- Curricula and instructional materials aligned to state standards
- Classroom and behavior management
- A system of behavioral support (school and district level)
- System of instructional leadership
- System of instructional support
- System of classroom observations to determine integrity of implementation; follow up procedures for staff who have not met minimal instructional criteria
- Parental/family and community involvement

Students who are successful at Tier 1 are making expected progress in the general education curriculum and are demonstrating social competence.

Tier 2: Strategic/Target Intervention and/or Supplemental Instruction designed for students who are not progressing or responding to Tier 1 efforts. The elements for Tier 2 include:

- Progress monitoring of the target area(s)
- Documentation of progress in target area(s)
- Appropriate decision-making
- Strategic/targeted intervention and supplemental instruction in academics or behavioral/emotional areas
- Documentation of intervention implementation with integrity
- System of instructional support
- System of behavioral support (school and district level)
- Instructional leadership
- Parental/family and community involvement

Tier 3: Intensive interventions that are the academic and behavior strategies and practices designed for students who are having significant difficulties with grade-level objectives in general education curriculum or who demonstrate significant difficulties with behavioral and social competence. The elements of Tier 3 include:

- Progress monitoring of the target area(s)

- Documentation of progress in target area(s) through graphical display
- Appropriate decision-making
- Strategic/target intervention and supplemental instruction in academic or behavioral/emotional Areas
- Documentation of intervention implementation with integrity
- System of instructional support
- System of behavioral support (school and district level)
- Instructional leadership
- Parental/family and community involvement
- Teacher Support Team Process
- Teacher Support Team Outcomes

Tier 3 provides the more intensive interventions needed by some students to make progress academically or to demonstrate social competence in the general education setting. Tier 3 also represents the stage in the RtI process where educators begin to make decisions that may lead to further evaluation and identification for specialized services through Special Education.

In addition to those students who fail to make adequate progress following Tiers 1 and 2, the following students will be referred to the Teacher Support Team for interventions as specified by the following guidelines:

- A student has failed one (1) grade in Grades 1-3
- A student has failed two (2) grades in Grades 4 and up
- A student has failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year
- A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test 2

**East Tallahatchie School District
District Wide Positive Behavior Management Plan**

PBIS is a tool to be used in conjunction with Discipline Plans/Student Handbooks that are already established at individual schools. PBIS models are intended to improve the school environment and to reduce the occurrence of discipline issues. Using a PBIS Model, students are taught and encouraged to make appropriate choices in school-wide settings throughout the school day.

EXPECTATION	ALL SETTINGS	CAFETERIA	HALL	PLAYGROUND/ CAMPUS	RESTROOM	WALKERS/ CAR RIDER	BUS LINE AND BUS	EMERGENCY DRILLS (ED) ASSEMBLY (A) UNIFORMS (U)
BE SAFE	Follow directions and procedures.	Wash hands. Keep hands, feet, objects to yourself. Stay in your assigned seat.	Walk on the right side of the hall; observe STOP points. Keep hands, feet, objects to yourself.	Walk to and from designated areas. Stay within assigned boundaries.	Wash hands. Keep hands, feet, objects to yourself. Keep water in sink or fountain.	Walk to designated areas. Keep hands, feet, & objects to yourself. Watch for moving vehicles.	Walk to designated areas. Sit in assigned bus seats. Keep hands, feet, objects to yourself. Have a bus pass to change bus.	ED – Stop everything and walk quickly to the hallway; follow teacher or administrator’s instructions. Stay with your group or instructor.
BE RESPECTFUL	Show consideration, appreciation, and acceptance to self, others, and property. Treat others as you want to be treated.	Use inside voices. Listen/speak to monitors appropriately. Use manners.	Respect others’ space. Listen/speak to monitors appropriately. Use 1,2,3 rule at water fountain. Pick up litter.	Use only appropriate verbal and physical contact. Take care of school property and facilities; use facilities appropriately.	Give others privacy. Wait your turn.	Listen and follow monitors/ teachers’ directions.	Keep hands, feet, & objects to yourself. Use inside voices. Listen and follow bus driver’s and teacher’s directions.	A – Enter and exit quietly and sit appropriately A – Listen and remain quiet during programs A – Applaud appropriately

<p>BE RESPONSIBLE</p>	<p>Listen, be prepared, and put forth your best effort. Be truthful in word and actions. Own your own behavior.</p>	<p>Always listen and follow directions. Bring only approved food or drink to the cafeteria. Leave your eating area clean.</p>	<p>Remain quiet. Go to designated areas. Have a hall pass when you leave the classroom. Return lost items to the office. Report problems.</p>	<p>Get permission to leave designated area. Listen and follow directions. Report problems.</p>	<p>Report problems or inappropriate behavior to monitors. Put trash in trash container. Flush toilet. Go only when necessary; return to room promptly.</p>	<p>Arrive at school/class on time. Enter and exit buildings through appropriate doors.</p>	<p>Load/unload bus in an orderly manner. Enter and exit buildings through appropriate doors.</p>	<p>ED – Walk to designated areas, get in class line, remain quiet, and wait for instructions U – Wear only approved uniform during school hours and on bus.</p> <p>23</p>
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LIBRARY/MEDIA CENTER

The Charleston Elementary School Library has books on a wide variety of subjects. The reading levels range from kindergarten up. The library has a large collection of a variety of resources to be checked out by the classroom and students. The library is also on the internet, which allows students and teachers to research as needed. Each class attends the library/media center at least once a week.

TITLE I SERVICES

The Charleston Elementary School is a School-wide Title I Program. This program is designed to enhance student learning at the level of academic performance at which the student is working. The computer lab located in the Kindergarten and third-fourth grade buildings seek to provide computer opportunities for all students by allowing students to work at their own rate of learning. Students write stories, build reading, math, science, and social studies skills, do problem-solving, etc. The students also use the computers to take Accelerated Reader tests. Title I teachers and assistants are hired to provide direct teaching to students needing extra assistance to learn specific skills.

Parents are encouraged to attend the Title I planning meetings and participate in the need-assessments for planning the programs for the coming year and for particular student needs within our school. Announcements are sent to parents concerning dates and times of these meetings.

PARENT NEWSLETTERS

Parent Newsletters are published weekly by each student's homeroom teacher. The Parent Liaison will provide parents noteworthy information about the school activities, student honors, and parenting tips in these weekly newsletters.

ENRICHMENT PROGRAM

Special enrichment programs or activities are planned for students by the classroom teacher to enhance the individual learning program for each student. If a student's ability allows him/her to perform at a higher level, the teacher will provide the necessary instruction to allow this student the opportunities needed to excel at his/her ability.

Students may also be tested for gifted and talented class. The student can be recommended to be tested for this program, by the classroom teacher, another teacher, the principal, or the parents. If you desire to make a referral as a parent, please make it to the principal or to the classroom teacher. We will be glad to provide the criteria for placement in this class. New students enrolling in our school, who have been accepted in a program in another district, should inform the school officials upon enrolling the student. The criterion is the same for the State of Mississippi and can be transferred to another district.

Students placed in this program will receive approximately 5 hours of gifted instruction per week.

FIELD TRIPS



When possible, each grade plans at least one field trip per year for all students. These trips are scheduled to enhance our instructional program. Parental permission will be secured to allow students to participate.

PARENT AND TEACHER ORGANIZATION

Charleston Elementary has a history of strong parent involvement and support. All parents are encouraged to become an active member of the Parent and Teacher Organization at CES each year. Working together is one important way we strengthen our school program and thus make a difference in the lives of our children.

LOST AND FOUND

Property lost or abandoned at school will be placed in a container in a specified location. At the end of each nine weeks, any unclaimed articles will be stored away and available to parents the week after Christmas break and again at the end of the school year.

HOMEWORK



Homework at Charleston Elementary School is used for to practice and drill in academic skills.

The classroom teacher will inform you of the expectations for homework and assignments each week in the form of a weekly newsletter or a homework assignment sheet. Please be aware of this letter coming home with your child at the beginning of each week. You should read over this carefully and post in a familiar spot in your home. We are hoping that by informing you of the skills being taught in classes and of our expectations for completed tasks and assignments, you can help your child to be more successful in school. The work to be completed should be done by **your child and not by someone else** in the home. Please make it a practice at your home to:

1. Check over the homework with your child.
2. Make sure all the work has been completed.
3. Let someone listen to him/her read each night.
4. And most importantly, read to your child each day!!

MAKE-UP WORK FOR EXCUSED ABSENCES

All work missed as a result of an absence must be made up. Teachers will work with students as needed until work is completed.

Make-up work must be completed within the time specified by the teacher. Parents will be contacted in the event work is not made up within the time period designated by the teacher. For any suspended student, grades for work that is made up will reflect no more than 80% of the possible score.

In some instances, teachers may allow students to make up work prior to a planned absence.

TEACHER SUPPORT TEAM

Charleston Elementary School has a strong and vibrant Teacher Support Team that is committed to the academic success of each student. The Team meets regularly to track student achievement and make pertinent decisions regarding instructional interventions for struggling students. The Team's goal is to find ways to better serve all of the students of our school.

STUDENT RECOGNITION



HONOR ROLL

Students must have a 90 or above (*Superintendent List*) or 80 or above (*Principal List*) in each class for the nine-weeks grading periods.

CLASS RECOGNITION FOR PERFECT ATTENDANCE

In an effort to promote excellent attendance at Charleston Elementary School, students that have perfect attendance each week will be recognized.

AWARDS DAY PROGRAM



The school year will conclude with an Awards Day Program. Students who have been recognized on the honor roll the entire year; have perfect attendance, and other awards will receive certificates and recognition.

DISCIPLINE POLICY

At Charleston Elementary School, we try to provide the best learning situation possible for your child and all other children. This is possible when we have students who are encouraged at home to obey rules, follow instructions, and respect authority. We depend on parents to send their child to school ready to learn and with the understanding of what it means to respect authority. This should include other students' rights to be respected and to be allowed to learn in an environment free from distractions that can be caused by student disobedience. At some time students will possibly break a rule as this is a part of growing-up. It is constant misbehavior that causes the most concern. In these instances, the parent will be called to help alleviate this problem.

Students are expected to:

1. Show respect for teachers, students, other authority figures and for their/others belongings.
2. Obey all Rules for Classroom and School Behavior (listed below)
3. Show respect for buildings, school buses and all other school property.
4. Be prepared for class.

CLASSROOM RULES AND SCHOOL BEHAVIOR

All classrooms will follow the same three PBIS based rules:

1. Be safe.
2. Be respectful.
3. Be responsible.

The following are forbidden on campus, school buses, or during any school-related activity. The following disciplinary problems will result in appropriate disciplinary action:

1. Weapons
2. Drugs, alcohol, tobacco, or any other illegal substance
3. Damage to school property or the property of others
4. Stealing
5. Harassment (Physical, Mental, Sexual, or Social), Name-calling and/or Bullying (Please see ETSD Board approved Bullying Policy on page 30)
6. Causing serious intentional injury
7. Cell phones
8. Profanity
9. Fighting
10. Cheating
11. Lying
12. Stealing
13. Inappropriate touching
14. Selling or trading personal property or stolen property
15. Gambling
16. Assault on a school official
17. School uniform violation

CONSEQUENCES FOR DISOBEYING RULES

The consequences for disobeying rules will be determined by the appropriate school official. Some consequences used are parent/student conferences (by teacher or administrator), paddling, out of school suspension, and in extreme cases-expulsion **in this order.**

First Infraction	Warning/Written Notice Sent Home
Second Infraction	Parent Phone Call
Third Infraction	Parent Conference/Loss of Privileges
Fourth Infraction	Corporal Punishment/Suspension

A school-wide discipline plan will be disseminated to each student's parent/guardian at the beginning of the school year.

BOARD APPROVED 06/10/10

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Students and employees in the E.T.S.D. School District are protected from bullying or harassing behavior by other students or employees. It is the intent of the Board and the administration to maintain an environment free from bullying and harassing behavior. This complaint procedure provides a process for filing, processing and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

I. Definitions

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

II. Procedures for Processing a Complaint

Any student, school employee or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee or volunteer has been subject to bullying or harassing behavior shall report such conduct to a teacher, principal, counselor or other school official. The report shall be made promptly but no later than five (5) calendar days after the alleged act or acts occurred. The school official shall complete a "Bullying/Harassing Behavior" complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, the names of the victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent and complaints against the superintendent shall be made to the Board chairman.

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the

victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.

If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.

East Tallahatchie School District

Board Approved 06. 10.10

STUDENT BULLYING

The E.T.S.D. School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The E.T.S.D. School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures should be appropriately placed in the District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another

student who has evidenced menacing or threatening behavior through bullying or reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

Ref: SB 2015; Miss. Code Ann. §37-7-301(e)

NOTIFICATION OF PARENTS REGARDING SERIOUS REOCCURRING DISCIPLINARY PROBLEMS

School officials will contact parents when a student commits a serious or reoccurring offense. Appropriate disciplinary action will follow. Parents will be consulted regarding a plan to prevent or eliminate the undesirable behavior.

SCHOOL BUS TRANSPORTATION

The school district provides transportation to and from school for students needing transportation. If parents need to find out what bus their children will ride, they may do so by contacting the district office transportation director at 647-5339. The office will be able to tell you what route, bus number, name of driver, and the approximate time your child will be picked up in the morning and the arrival time home in the afternoon.

The district expects all parents to provide the needed support to maintain appropriate discipline on the school buses. It is the district's desire that we maintain safety on the buses at all times. Please explain to your child the importance of following the school bus rules.

Students not obeying the driver and causing a possible risk to the safety of all students will face serious consequences.

BUS CHANGES

Bus changes can be made by sending a note to the school requesting a transportation change for the day. Please indicate the date, student's full name, child's teacher, instructions (*including a contact phone number and the physical location where the child will be dropped off*), bus number, and your signature. We realize sometimes it is necessary to do this and when a situation develops the office staff will make every effort to accommodate you in these matters.

Bus changes should be made by 1:00 P.M. on a regular school day.

To ensure the safety and security of every student, no transportation changes will be made by phone. A written request provides the school with documentation of requested bus changes and is much preferred. Written documentation provides the school and bus driver information to ensure safe delivery of your child to the proper destination.



BUS CONDUCT

Riding a school bus is a privilege. Student cooperation is imperative. Students who do not conduct themselves properly as set forth in the rules and regulations will not be allowed to ride the bus. Severe student behavior on the bus can result in suspension or other disciplinary action.

The school bus driver is responsible to the school district to maintain student order and to insure maximum safety at all times. Therefore he/she is authorized to instruct and otherwise control students as to proper conduct and safety while they are on the bus.

A BUS DRIVER SHALL NEVER PUT A PUPIL OFF THE BUS FOR MISCONDUCT

The school bus driver should never administer corporal punishment to a pupil. A school bus driver does not have the authority to administer corporal punishment to any pupil. If a pupil needs punishment for misconduct, the driver should report the pupil's misconduct to the school principal.

THE SCHOOL PRINCIPAL or ASSISTANT PRINCIPAL is responsible FOR DISCIPLINING STUDENTS REPORTED TO HIM/HER BY THE DRIVER. Questions and inquiries regarding discipline should be directed to the school administrators. Questions and inquiries regarding to stops, routes, and student eligibility must be directed to the Transportation Supervisor.

CONDUCT ON PUBLIC SCHOOL BUSES

RULES AND REGULATIONS OF THE MISSISSIPPI BOARD OF EDUCATION GOVERNING CONDUCT UPON PUBLIC SCHOOL BUSES AS AUTHORIZED BY SECTON 37-41-1, MISSISSIPPI CODE OF 1972, AS AMENDED.

It will be the duty of passengers transported in school buses owned or operated by public school districts to conduct themselves in an orderly manner. The passengers shall abide by rules and regulations of the Mississippi Board of Education, and rules and regulations adopted by the boards of the respective schools.

Violations of student policies as related to transportation will be handled in accordance with the discipline plan of the respective school.

Any infraction committed on a school bus are at any school activity, shall be subjected to the punishment set forth in the student handbook.



I WILL ALWAYS OBEY THE BUS RULES

Mississippi Code – Section 37-11-19

If any pupil shall willfully destroy, cut, deface, damage, or injure any school building, equipment, or other school property he/she shall be liable to suspension or expulsion and his/her parents or persons in loco parentis shall be liable for all damages.

Pupil School Bus Rules

Disciplinary Guidelines

Pupil shall follow directions of the driver the first time given.

Pupil shall arrive at the bus stop before the bus arrives.

Pupil shall wait in a safe place, clear of traffic, and away from where the bus stops.

Pupil shall walk in an orderly line and avoid horseplay.

Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.

Pupil shall go directly to an available or assigned seat when entering the bus.

Pupil shall remain seated and keep aisle and exits clear.

Pupil shall exhibit classroom conduct at all times while on the bus.

Pupil shall refrain from throwing or passing objects on, from, or into buses.

Pupil is permitted to carry only objects that can be held on his/her lap.

Pupil shall refrain from the use of profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the bus.

Pupil shall refrain from eating and drinking on the bus.

Pupil shall not carry hazardous materials, nuisance items, and animals onto the bus.

Exception: If the Individualized Educational Plan requires special needs students to use animals such as seeing eye dog or monkey, for mobility purposes, then the assigned animal will be permitted on the bus.

Pupil shall respect the rights and safety of others.

Pupil shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.

Pupil shall refrain from extending head, arms, or objects out the bus window.

Pupil shall refrain from hitching rides via the bumper or other parts of the bus.

Any act prohibited while on school premises is also prohibited at bus stops and while in a bus.

Violation of student policies as related to transportation will be handled in accordance with the discipline plan of the respective school.



ACCIDENTS/ILLNESS/MEDICATIONS



- ☞ School medical personnel make decisions regarding treatment of students with minor injuries.
- ☞ Ice packs may be applied as appropriate first aid procedure warrants.
- ☞ The school nurse will maintain allergic reaction records on students as provided by parents.
- ☞ Accidents, serious illnesses or injury will be reported immediately to the parent/guardian. In emergencies, students will be transported to a doctor or hospital concurrently with parent notification.
- ☞ Medication is not provided by the school.
- ☞ The school nurse will administer prescription and non-prescription medication only with doctors' written permission and instruction.

SPECIAL DIETARY NEEDS

Regulations governing the federal lunch and breakfast program permit food substitutions for individual children with medical or other special dietary needs. This regulation allows substitutions only when supported by a statement from a recognized medical authority, which includes alternate foods. Since most allergies are continuous, it is not necessary to be secured each year. The same regulation applies to milk allergies. Please contact the district Food Service Director at 647-2782 if this type service is needed.

GETTING THE MOST OUT OF PARENT-TEACHER CONFERENCES



Principals and teachers offer the suggestions below to help parents get the most out of parent-teacher conferences:

Decide what you want to discuss in advance. Ask your child about discussion topics. Write down questions to ask the teacher. For example, parents often want to find out about:

- Special school programs
- Discipline policies
- Grading policies
- After-school activities
- Daily schedules
- Attendance/absence procedures
- Homework policy
- Your child's progress
- Your child's relationships

Also list items you want to discuss about your child such as:

- Special health needs or problems
- Outside interests and hobbies
- Feelings/fears about school
- Likes and dislikes
- Sibling relationships

Remember:

Take notes during the conference.
Ask the teacher how you can help your child, the teacher, the school.
Follow up by discussing the conference at home with your child.
Start immediately on any action steps you agreed to take.

STUDENT RIGHTS AND RESPONSIBILITIES



Students are the only reason schools exist. All students are worthy human beings deserving of respect and the best efforts of the school staff.

In turn, all students have certain obligations to be contributing participants in the learning process and to be good citizens within the school community.

The basic rights and responsibilities of students at all levels include the following:

All Students Have These Rights

- To be safe.
- To be respected as individuals.
- To be treated fairly and without prejudice.
- To learn without disturbance or distraction.
- To have personal property respected and protected.
- To express views and to be heard.
- To be exposed to competent teachers and positive adult role models.
- To be challenged with materials and instructional techniques.
- To be free from harassment.
- To learn in a drug-free, smoke-free, and violence-free environment.

All Students Have These Responsibilities

- To treat others fairly and without prejudice.
- To obey laws and comply with reasonable school rules.
- To respect other people's rights, property, and reputations.
- To contribute to a positive and safe school environment.
- To participate in their own learning by striving to learn to the best of their abilities.
- To respect and maintain school property.
- To attend school regularly.
- To avoid violent behavior.
- To take education seriously.
- To dress appropriately according to the school uniform policy, and use appropriate language.
- To show respect in all dealings with peers and adults in the school.

CHARLESTON ELEMENTARY SCHOOL

412 E Chestnut Street
Charleston, Mississippi 38921
Telephone (662) 647-2679
FAX (662) 647-2381

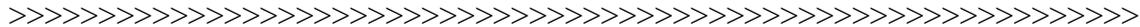
Dear Parents,

Please take time to read and discuss with your child the information contained in the CES handbook. Please sign and return the bottom portion of this letter to your child’s teacher to let us know you received the handbook and that you will make an effort to ensure your child complies with the rules and policies of the school.

Sincerely,

Coretta Miller

Coretta Miller, Principal



HANDBOOK AGREEMENT/VERIFICATION

Student Name: _____ School Year 2018 -2019

Grade: _____ Teacher: _____

I agree to give my child the necessary guidance to help him/her comply with the rules and policies at the Charleston Elementary School

Parent Signature: _____