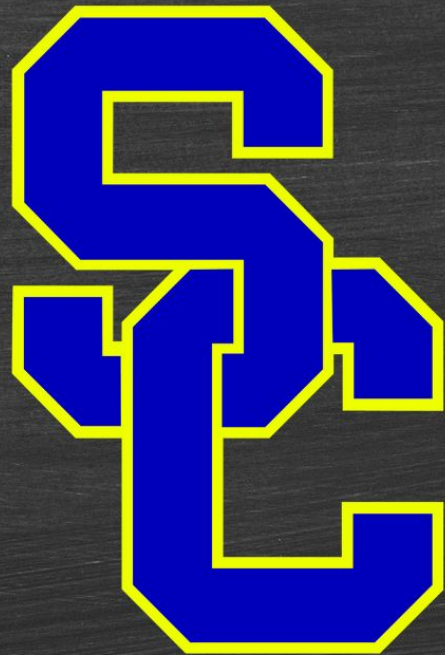


SCOTT CITY ELEMENTARY 2023-2024

STUDENT HANDBOOK



SCOTT CITY ELEMENTARY
3000 MAIN STREET
SCOTT CITY, MO 63780
PRINCIPAL DR. KEISHA PANAGOS
PHONE: 573-264-2131 FAX: 573-264-4058
WWW.SCRI.ORG

#WEARESCE



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DISTRICT CALENDAR



Scott City R-1 2023-2024 School Calendar

August 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Important Dates
August 14-17: Professional Development
August 15: Back to School Night 5-7 pm
August 23: First Day of School
September 4: No School (Labor Day)
September 25: Professional Development
October 18: End of 1st Quarter (39 days)
October 26: Parent Teacher Conferences
October 27: No School
October 30: Professional Development
November 22-24: No School (Thanksgiving)
November 27: Professional Development
December 20: (1/2 Day) End of 2nd Quarter (37.5 days)
December 21-January 5: No School (Winter Break)
January 8: Professional Development
January 15: No School (MLK Day)
February 15: Parent Teacher Conferences
February 16: No School
February 19: No School (President's Day)
February 20: Professional Development
March 15: End of 3rd Quarter (44 Days)
March 28: Professional Development
March 29-April 1: No School (Spring Break)
April 13: Professional Development
May 19 - SC High School Graduation
May 21: Last Day of School (1/2 Day)
May 21: End of 4th Quarter (42.5 days)
May 22: Professional Development
Tentative - May 28-Jun 21: Summer School

September 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

October 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

****All make up days added at end of school**

Click here for [District Calendar](#)

Scott City R-1 District Mission

“Growing, Developing, and Graduating Leaders by Inspiring One Student at a Time”

As members of the Scott City R-1 School District staff and administration, we realize society needs citizens who are adequately prepared to work and be productive members of their local, national, and world communities. We are committed to developing responsible citizens with the necessary skills to work and function productively in their communities. The school must provide opportunities for the intellectual, physical, social, vocational, and creative development of each child according to individual ability.

We believe that need multiple skills and an accumulation of knowledge in order to function productively in society. They must be able to communicate in various situations, possess math, business and social skills, and have sufficient knowledge of science, health, and modern-day technology. Some students need preparatory skills for college success, while other students need specialized skills in a trade or vocation. The motto- *“Education Develops Productive Citizens”*-states our firm belief that students are the future citizens of their community, country, and the world. Their education must enable them to become responsible, productive members of their society.

Scott City Elementary Ram Pledge

**I am a Scott City Ram,
I display Responsibility,
Achieve my goals,
Use my Manners,
And I'm Safe!**

Administration

The Board of Education makes the policies governing your school. Your school administrators see that these policies are enforced. Administrative personnel consist of the following:
Superintendent: Michael Umfleet
High School Principal: Lance Amick
Middle School Principal- Laura Ort
Elementary Principal- Keisha Panagos

All problems dealing with student personnel should be brought first to the attention of the principal concerned. He/she, in turn, will consult the superintendent if necessary.

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SCÉ Team

Office/Support	<p>Keisha Panagos, Principal Carmen Winders: Curriculum Director, Dean of Students, & A+ Coordinator Dana Hann: Secretary Jill Essner: Food Services Tresa Jordan, Kayleigh Halbert, Ashley Gruber: Nurses Nurse email: nurse@scrl.org</p>
Technology Support	<p>Mike Cossey: Technology Director Chris Bradshaw: Web Design Lindsay Aycock: Instructional Technology Coach & Library Media Specialist</p>
Teaching Support	<p>Sandy Holder, Daniela Lesch, Madilynn Brewster</p>
Building Support	<p>Annie Enderle, Zach Estes, Martha Hopper, and Brandy Lambert</p>
Special Services	<p>Marica Daniels: Special Education Director danielsm@scrl.org Jill Spriggs: Secretary Teachers: Alexis Atchley, Samanta Hegger, & Sydney Scherer Caroline Fowler: Speech Pathologist</p>
Support and Interventions	<p>Stacy Cossey: Counselor & Holly the Therapy dog Jodi Palisch: Title Reading Laura Sterling; Title Math Laura Pletcher: Behavioral Interventionist Kalie Highes: Ram Academy Stacy Kilby: Social Worker</p>
Special Classes	<p>Whitney Conklin: Computer Elizabeth Thomas: Art Heather Helle: Music Robert Vazquez: P.E.</p>
PreK	<p>Brittany Amick & Becky Meadows</p>
Parents as Teachers	<p>Shannon Leggett leggett@scrl.org</p>
Kindergarten	<p>Courtney Kern, Sarah McClard, & Jenny Sweet</p>
1st Grade	<p>Remi Bollinger, Megan Jourden, & Miranda Vazquez</p>
2nd Grade	<p>Kim Hensley, Angie Huckstep, & Megan Penrod</p>
3rd Grade	<p>Theresa Bentley, Stephanie Lee, & Taylor Ransom</p>
4th Grade	<p>Madison Fouts, Maddy Garner, & Liz Orr</p>

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Attendance

Absence

The school day is from 7:35 a.m. until 2:35 p.m. Students are considered tardy if they are not in their classroom by the time the tardy bell rings. Students arriving after 7:35 a.m. need to be accompanied by an adult to be signed in. To acquaint you with the procedure we will be using for recording attendance, we have included the following information:

1. Students arriving between 7:35 a.m. and 7:55 a.m. will be counted tardy.
2. Students arriving after 7:56 a.m. will be counted absent one-sixth of a day and one-sixth of a day absent will be added for each additional hour missed.
3. Leaving school prior to 2:17 p.m. will be counted as absent one-sixth of a day and one-sixth of a day absent will be added for each additional hour missed. A tardy will be given for students who are picked up between 2:18 p.m. -2:38 p.m. Any 20 minute absence during the school day will be considered a tardy.

Children eating breakfast in the cafeteria should be here and in the cafeteria before 7:15 a.m.

Absentee Work

Arrangements for absentee work may be made between the teacher and student upon the students return to school. Students with an excused absence will have the equivalent of the number of days missed to make up their school work (i.e. 3 days missed for illness = 3 days to make up work). Extended illnesses will require a meeting between the parent and teacher to make appropriate arrangements.

Attendance Policy

Attendance is very important and students should be at school every day possible. Often it is assumed that the work missed due to being absent can be made up, but worksheets and class assignments are only part of your child's school work.

The following policy adopted by the Board of Education has been established to ensure regular & punctual school attendance.

Attendance (Excused Absences)

- Any absence requires a follow up note (medical excuse or funeral notice) to be **excused** and must be returned in no later than two weeks following the absence.
- Any absence for which a follow up note *is not* provided upon the students return to school will be considered **unexcused**.

Attendance Awards

Perfect Attendance Award (Grade K-4)

Requirements:

1. Not absent or tardy for the school year.
2. Awards will be given to all that meet the above requirements.

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Truancy

Truancy Program

Students age 16 and below are governed by the truancy program.

Awareness

At 4 and 8 unexcused absences a letter explaining the diversion program will be sent to the family.

Phase 1

A referral to the Truancy Diversion Program will be made when a student accumulates 11 unexcused absences for the school year.

Phase 2

If a student accumulates 21 unexcused absences for the school year, formal charges will be made by the Scott County Juvenile System.

Additional Truancy Program Information

A student that reaches diversion level and never gets to Phase II will remain at that level for the remainder of the school year or until the student achieves 3 consecutive months of 90% attendance or better in each at which time the JO will close the case.

A student that reaches Phase II will remain at that level for the remainder of the school year or until the student achieves 6 consecutive months of 90% attendance or better in each at which time the JO will close the case.

Students/families in Phase II who continue to have months of attendance below 90%, will be subject to the following:

Referral to the County Prosecutor for the filing of criminal charges against the parents. Commitment to the Division of Youth Services for students ages 14 and older Possible removal from the parent's custody and placement into foster care (children less than 14)

* Students that reach phase two of the truancy program could be mandated to attend summer school.

*Students age 17,18, and older will follow board policy 2310. A student that is more than 20 minutes late for a class will be considered absent for that class period.

Students are allowed to make up all work missed during any absence with the exception of suspensions

Punctual & Regular Attendance (Grades K-4)

Requirements:

1. Absent no more than 3 days during the school year.
2. Tardy no more than 3 times during the school year.
3. Awards will be given to all that meet the above requirements.

Attendance/Behavior Expectations for Extra-Curricular Activities

Listed below are the expectations for attending extra-curricular events for Scott City R-1 students. Our students are welcome and encouraged to attend; however, violation of any of the following rules will result in being sent home or banned from future event attendance.

1. **STUDENTS WHO HAVE BEEN IN SCORE (ISS) DURING THE SCHOOL DAY, SUSPENDED FROM SCHOOL, BEEN ABSENT FROM SCHOOL FOR MORE THAN HALF THE DAY** (FOR REASONS OTHER THAN SCHOOL BUSINESS ON THE DAY OF OR DAY BEFORE IF ACTIVITY IS ON A WEEKEND/HOLIDAY) MAY NOT PARTICIPATE OR ATTEND THE SCHOOL ACTIVITY UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE PRINCIPAL.
2. **ALL ELEMENTARY STUDENTS MUST BE ACCOMPANIED BY A PARENT OR GUARDIAN.**
3. THERE ARE TO BE NO BALLS OR OBJECTS BROUGHT TO, OR THROWN, DURING THE GAME.
4. STUDENT INITIATED GAMES WILL RESULT IN DISCIPLINARY ACTION. WE ARE AT THE GAMES TO SUPPORT THE TEAM PLAYING.
5. NO STUDENTS ARE TO BE IN THE BUILDING UNLESS THEY ARE IN THEIR DESIGNATED AREA: (EXAMPLE: FOOTBALL PLAYERS IN THE LOCKER ROOM/BAND STUDENTS IN THE BAND ROOM)
6. AT NO TIME ARE STUDENTS TO BE IN ANY GYM WITHOUT A FACULTY SUPERVISOR PRESENT.
7. STUDENTS COMING TO THE GAME WILL BE EXPECTED TO BE WATCHING THE GAME AND SITTING IN THE BLEACHERS OR STANDING WITH THEIR PARENTS.
8. FOOTBALL PLAYERS AND BAND STUDENTS WILL ENTER AT THE MAIN GATE ENTRANCE.
9. THE AREAS BETWEEN THE PRESSBOX & THE MIDDLE SCHOOL, AND FROM THE TREES AT THE TOP OF THE HILL TO THE BACK OF THE SCHOOL LEADING UP TO AND INCLUDING THE ELEMENTARY PLAYGROUND, ARE OFF - LIMITS TO ALL STUDENTS.

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Bus Information

Bus/Carpool Information

Bus Changes

Students must bring a written note from their parents or the parents must call the school when the student is to ride a different bus or the parent plans to pick up the student from school. All changes need to be made by 1:00 p.m. Students verbally relaying the message to the teacher or the office will not be honored. Please address your note to the student's teacher.

Students must ride the elementary bus home in the afternoon, unless they are assigned to the country bus. Students may not remain at school and wait for the high school bus. *Elementary students are not to ride the high school bus for babysitting services, nor are high school students to ride the elementary bus.*

Bus Routes

The school operates several bus runs per day. We try to arrange to have the buses come within one or two blocks of each house and for timing purposes we ask that you understand that times are not exact. Please assist your child in being patient while waiting for the bus. If you have problems or questions concerning the bus routes, please call the transportation supervisor at 264-2131.

Bus Service

Riding the bus is a privilege and students must follow the rules discussed at the beginning of the school year or risk losing the service.

Bus Conduct

The following rules have been established in order to ensure the safety of all students who ride buses:

- Go to your assigned bus stop.
- Use orderly behavior at the bus stop as well as on the bus.
- Remain seated, facing front, when the bus is in motion.
- Talk quietly to the people near you.
- Talk to the driver only when it is necessary.
- Put all trash in receptacle supplied by the bus driver - do not throw anything on the floor or out of the windows.
- Stay quiet when the bus is crossing the railroad tracks.
- Respect the bus driver and bus monitor and follow their instruction at all times.

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Bus Information

The following are established policies and procedures for school bus discipline:

- The bus driver will report misbehaving students to the school administrators and complete a Bus Discipline Referral.
- The school administrators will immediately notify the parent or guardian by telephone or via a Bus Discipline Referral.
- The first offense will receive a warning.
- The second offense requires bus suspension for one to five days.
- The third offense will result in bus suspension for five or more days.
- Fighting on the bus may result in losing privileges for the school year.
- The parent or guardian will be responsible for bringing the child to school during a bus suspension period. Failure to bring the student will be treated as truancy.

Late Bus

In some instances, elementary students must wait, under supervision, until the high school buses leave at 3:05 p.m. The only students allowed to stay after school and ride the high school bus are students assigned to the late bus. Please do not request to use the late bus, if you do not live on the country bus run.

School Bus Safety

Please spend an adequate amount of time discussing these bus safety rules with your child. School bus safety is very important and the importance you give to these rules will be reflected in your child's attitude toward these rules.

Waiting for the Bus

1. Please designate a place several feet away from the street, for your child to wait for the bus.
2. Do not play at the bus stop. This always presents the possibility of a child running into the path of a car or being injured at the bus stop.
3. An adult should wait for the bus with younger students. This is especially important to kindergarten and 1st grade students.
4. If you have a pre-school child that waits for your child to get off the bus, please be sure they wait at the door of your house and not near the bus stop. Do not allow pre-school children near the bus stop for their own safety.

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Bus Information

Boarding the Bus

1. Students who must cross the street to board the bus should wait for the bus to come to a stop, watch for the stop arm to come out on the bus, and then upon a signal from the driver, cross at least 10 feet in front of the bus.
2. We insist that there be no play at the bus stop. This always presents the possibility of a child running into the path of a car, or being injured at the bus stop.
3. Take a seat and remain seated until the bus reaches school or home. Changing seats is not permitted.
4. Conversation should be at a normal tone.
5. Arms or heads are not to be extended out of the window.
6. Students that cannot conform to these safety rules can have their bus riding privileges suspended for their own safety and the safety of other students.

Departing the Bus

1. Students who must cross the street after departing from the bus should cross in front of the bus. The students should cross at least 10 feet in front of the bus.
2. Students that do not cross the street should depart and move quickly away from the bus.
3. Under no condition should a student ever leave the bus and go behind the bus.
4. Under no condition should a student ever attempt to return to the bus after departing from the bus. Please instruct your child that if he forgets something on the bus, he should report this to you when he gets home and if you call the principal's office at 264-2131, we will contact the driver by radio and get the items and keep them in the office for the child.
5. Students should have book bags or folders to bring books and papers home from school. Again, please instruct your child that they are never to return toward the bus for dropped books or papers.
6. There must be a parent at the bus stop for ALL kindergarten and 1st grade students. For safety reasons, Kindergarten and 1st grade students will not be allowed off the bus without an adult there to receive them.

Boarding the Bus at Dismissal

1. For your safety, and the safety of your children please do not walk between the buses that are lined up for dismissal.

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CAR RIDERS

Car Riders

Students in carpool should be dropped off at the east entrance (nearest the playground) no earlier than 7:05 a.m. Students may not be dropped off until the carpool supervisor opens the school door and escorts your child from the car. If your child is in Honor Choir then he/she may be dropped off at the cafeteria entrance on the designated mornings for practice. **For safety reasons, students are not to be dropped off at any other area.**

Parents who pick up children by car in the afternoon must use the carpool lane. Please stay in a single line and follow the signals of the carpool supervisors. **Parents may not park and wait for their child to walk to the car,** nor walk up to the school to pick up their child without approval from the office. Parents must be prepared to show ID and any designee of the parent must have the “Permission to Pick Up” card.

All drivers should drive slowly and allow ample time for picking up children. **Under no circumstances should any driver pass or go around a car in the carpool lane. There is a great deal of traffic before and after school, and we all must focus on safety.** All students must be picked up by 2:45 p.m. since teachers will not be on duty after this time. Students may change modes of transportation only with written permission from the parent.



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CONTACTING THE SCHOOL

School Hours:

7:35 am - 2:38 pm

Students can arrive on campus at 7:05 am

Office Hours:

7:05 am - 3:30 pm

Phone Number:

573-264-2131



scr1.org

COMMUNICATION

THE PRINCIPAL'S GOAL IS TO SPEND TIME IN THE CLASSROOMS. HOWEVER, COMMUNICATION WITH PARENTS IS VERY IMPORTANT TO HER. PLEASE FEEL FREE TO CALL AND MAKE AN APPOINTMENT SHOULD YOU NEED TO MEET WITH HER. ALL TELEPHONE CALLS, UNLESS IT IS AN EMERGENCY, WILL BE RETURNED WITHIN A 24-HOUR PERIOD.

CALLING SCHOOL

Occasionally an emergency arises and you need to have information given to your child. You may call the elementary principal's office and we will give your child the message. We would ask that you use this service only when absolutely necessary.

SCHOOL VISITS

When visiting school, parents must sign in at the office and will be escorted to their child's classroom. We strongly believe that parents are partners with us in this educational journey and if you have a question, a concern, or would like to schedule a meeting with a staff member - the best form of communication is by sending a note, an email, or calling the school to request a meeting or return phone call. Teachers have many responsibilities at the start of each school day, which makes meeting with you during that time difficult.

PARTIES

We will have three scheduled parties during the school year: Halloween, Christmas, and Valentine's Day. Parents that are attending parties must sign in by the office.

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Discipline

The Scott City school staff strives to teach independence and respect. It is imperative for the school staff to protect the school day and prevent behavioral interruptions. We will have zero tolerance for any student who interferes with other students' learning and who endangers the safety of other students/staff. We will not tolerate students being disrespectful to teachers or staff members.

When a student receives an office behavior referral, parents will be contacted by phone and/or a discipline notice will be sent by email. This information will help parents be proactive in helping to correct disruptive behaviors or to resolve problems or conflicts. If a student continues to exhibit poor behavior, the parent may be requested to meet with the teacher, principal, or school team to develop a plan for their child.

Classroom Expectations and Behavior

Within the framework of every classroom activity, a certain atmosphere for learning must prevail. It is the duty of teachers and administrators to maintain such an atmosphere through the use of rules and fair enforcement.

- Respect for teachers and other students are expected, and will be demonstrated through using good manners, attention, and participation.
- Students are expected to complete all assignments given by the teacher.
- Rules for acceptable behavior within the individual classroom will be carefully defined for students by the teacher.

Student Behavior

Rules of student behavior are made in the interest of safety and for the development of social courtesies. All students are expected to obey the rules and regulations adopted by the school. The following are examples of misconduct:

Disciplinary Actions for Minor Misconduct

These will include counseling and/or loss of privileges. Repeated minor misbehavior will be considered serious and classified as such.

Disciplinary Actions for Serious or Chronic Misconduct

These will include Behavior Plan, SCORE, suspension, and expulsion respectively. Under certain circumstances the administration may have to vary from the above procedures in dealing with students. The administration also reserves the right to deal with flagrant or malicious acts in a manner that is in the best interest of the students and the school.

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<p><u>Level 1</u> Talking without permission Leaving seat without permission Yelling Running in the building Minor vandalism</p>	<p><u>Level 3</u> Fighting Truancy Harrasment toward race, color, sex, disability, gender and perceived orientation Forging a note Disruptive/argumentative behavior Smoking/tobacco/vape use Disrespectful to school personnel Extortion/stealing</p>
<p><u>Level 2</u> Cheating Refusing to do assignments Roughhousing, pushing, shoving Cursing/inappropriate language Using abusive or threatening language with fellow students Public displays of affection</p>	<p><u>Level IV</u> Assaulting school personnel Possession/use of drugs Destruction/defacing school property Selling/distribution of drugs/intoxicants Under the influence of drugs/alcohol</p>

This list is not all-inclusive. It is intended to show examples of minor and serious misconduct.

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Possible Disciplinary Actions

Depending on the infraction and its severity, the following disciplinary actions may be taken:

- Counseling: Conference with the student to discuss school rules, regulations, and/or acceptable behavior.
- Loss of privilege: Removal from an activity such as recess, field trip, party, or other school activity.
- Behavior Plan: A plan which may limit a student's social interactions with peers as the student works on improving social skills in the school setting.
- Scott City Optional Resources for Education (SCORE): Students are assigned days in SCORE at the discretion of the principal in accordance with the misconduct.
- Suspension: The student being sent home from school. The principal has the authority to suspend any student for misbehavior or for other sufficient reasons. The length of the suspension will be determined by the principal, but will not exceed ten (10) school days. If misbehavior continues or there is a serious infraction, the issue will be submitted to the superintendent for further actions. The superintendent may suspend a student up to one hundred eighty (180) school days. A student who is on suspension may not be within 1,000 feet of any school unless he/she lives within 1,000 feet of the school, has a parent with him/her, or has been requested by the administration to attend a meeting at the school.
- Expulsion: Action taken by the Board of Education from recommendations by the administration that a student should not be allowed to remain in school.



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FIELD TRIPS

Your class will take field trips on occasion. Students that are sent to the office multiple times for various discipline MAY be declared ineligible for field trips. The principal will apply the appropriate discipline and the parent will receive a copy of the discipline form. Eligibility for field trips will be determined by the teacher and principal based on discipline referrals.

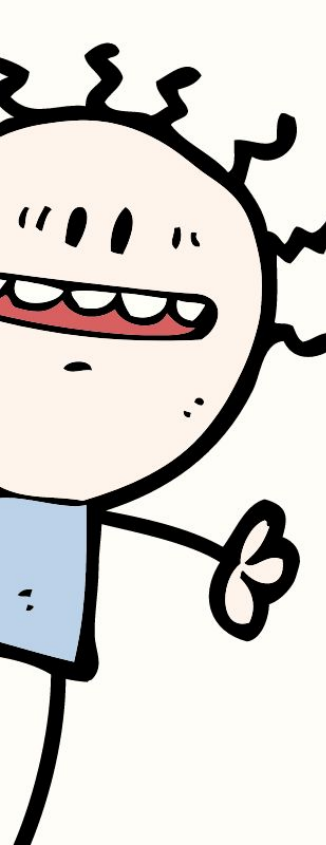
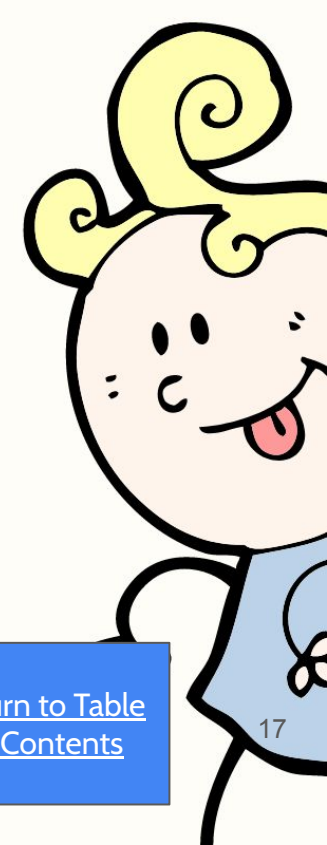


FOOD SERVICE

FOOD SERVICE DELINQUENT ACCOUNT POLICY



The following procedures will be used when a student's food service account becomes delinquent:

1. A letter will notify the student's parents when the student's account is delinquent by \$5.00 or more. These letters are sent each week to give parents several notifications.
 2. A letter will notify the student's parents when the student's account is delinquent by \$20.00, and given one week to bring the account to a positive amount. The food service director will also make a telephone contact with parents concerning the account. If there is financial difficulty with the parents, special payment arrangements can be made with the food service director.
 3. Students with delinquent accounts in excess of \$20.00 for over one week and with no special payment arrangement made, will be served an alternative lunch until the account payment is made. The alternative lunch will be a peanut butter sandwich and a carton of milk as recommended by the Food Service Section of the Department of Elementary and Secondary Education. At the elementary level, the food service director will notify the student's teacher the day before the alternative lunch is served. The classroom teacher can help encourage the student and their parents to pay on the account. Students that are at this level of delinquency with their accounts are not permitted to eat breakfast.
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INCLEMENT WEATHER

SCHOOL CANCELLATION

In the event school is cancelled due to weather or mechanical failure, an announcement will be made on **KFVS12, the school information system, our district website, and Scott City R-1 Facebook page.**

Should it become necessary to dismiss early, we will follow the above procedure in making the announcement. **Please have arrangements with your child as to where they should go in the event of an early dismissal.**

SCHOOL DELAY

In the event we must delay school due to weather, we will make an announcement and send a notification via our district website and school information system.

EARLY DISMISSALS

Procedure for Early Dismissal for Inclement Weather -

Occasionally school will be dismissed early. When these early dismissals are planned in advance, we will send notes home informing you of the time of the dismissals.

Students will follow their everyday afternoon transportation routine. Ex: If the student is normally a car rider, then they will be a car rider on early dismissal. If the student normally rides the blue bus, then they will be put on the blue bus during early dismissal.

The order of our staggered release will be Pre-K, Elem, and then MS/HS. The buses will pull out of the parking lot at the designated release time. What does this mean for parents? If you are going to sign your student out or make changes to their after school transportation plans, the cutoff for this will be 30 minutes from the release time. Ex: If early dismissal for elementary is 1:00, then you will have until 12:30 to sign your child out or make any changes. After that time your child will follow their everyday after school transportation routine. We will not pull students off buses or delay buses from pulling out at the scheduled time. Our top priority is student safety. If schools close early due to inclement weather, then all after school activities will be canceled, including Boys & Girls Club. If your child normally goes to B&G Club then you will need to call and make other arrangements. Please call the office if you have any questions or concerns about early dismissal



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EMERGENCY PROCEDURES

Your school has emergency procedure drills for tornado, fire, earthquake, intruder, and emergency exit bus procedures. Should a tornado appear imminent at the time school is dismissed, we will delay the dismissal until the weather subsides. We will also send out a notification on the school information system.

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Grades

Grades are reported at the end of each quarter. Elementary does not send mid-quarter reports. Conferences with parents and teachers can be arranged at a time of mutual convenience.

The quarterly grade is not a grade of record--it is a preliminary indication of progress being made by the student. The semester grades (which become a part of the official transcript) shall represent an evaluation of the total semester work. It is usually possible for a failing quarterly grade to be brought up to a passing grade. It is also usually possible for a passing quarterly grade to become a failing semester grade.

Report cards are issued every nine- (9) weeks. On the report card will be a list of all courses in which the student is enrolled and the grade given for the work completed during the quarter. Grade reports should be presented to the parent or guardian and do not need to be returned to school. Any questions concerning grade reports should be directed to the office of the principal.

Standards Based Grading

Why is Scott City Elementary utilizing Standards Based Report Cards (SBRC)?

Standards Based Report Cards will provide parents, students, and teachers more specific information than a traditional reporting system does. In the traditional system, grades from all types of measures assessing many different standards and elements are averaged together to obtain one score for a subject area. In a standards-based grading system, teachers are able to communicate to students and parents specific progress on individual elements of the standards. This information allows parents, teachers, and students themselves to target areas for improvement and establish goals for their learning. It is our way to be intentional in tracking student's progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery of understanding various lessons and skills.

How Does this Affect Students?

We believe that all children can learn and succeed. Standards based reporting will make it easier for all students to know what success in school looks like and to focus on their learning needs. The better information we have about student learning, the more targeted our instruction can be. Students in special education will continue to receive quarterly updates on their progress toward IEP goals.

How is this grading system better for you and your child?

By making this transition you will be better informed of the skills that your child has mastered and the skills that they still need to work on. This information is very important to our team so that we can reteach and give your child exactly what they need to get to the next level. Going standards based will also help your child by knowing exactly what they have mastered and what they need to work on. This will allow them to be able to set specific goals and identify specific skills that they need to work on.

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What are Power Standards?

As a PLC school we believe in the fundamental assumptions that:

- All students don't learn the same way.
- All students don't learn at the same speed.
- Some students lack academic behaviors.
- Not all students have the same home life.
- Some students lack prior skills and knowledge.

As a PLC school we are committed to:

- A guaranteed and viable curriculum based on a clear list of essential outcomes. This is the number one opportunity to raise the level of student achievement. (Marzano)
- Achievement is enhanced to the degree that students and teachers set and communicate appropriate, specific, and challenging goals. (Visible Learning, Hattie)
- Master essential skills as defined by the power standards. (DuFour)
- Have clear and focused academic goals. (Lezotte)
- Have defined power standards for each subject area. (Ainsworth)

Why did we develop Power Standards at SCE?

Four key questions of a Powerful Learning Community (PLC):

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

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These four corollary questions drive our work as a PLC school and ensure that we focus on the priority. Our priority at SCE is to ensure that EVERY child receives the additional time and support needed to learn at high levels.

Power standards are a carefully selected subset of the total list of the grade specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared to enter the next grade level. (Ainsworth, Rigorous Curriculum Design, 2010).

Power standards are standards that we (SCE) are guaranteeing ALL students will know and be able to do at the end of the year. These are standards that are included in our common formative assessments. We will provide time and support for students who haven't mastered them and extensions for those who already have. Some of the ways we offer support and intervention are through Rtl, Title I services, and tiered stations.

Power standards do not represent all that we are going to teach. They represent the minimum a student must learn to reach high levels of learning. Our power standards are selected with three essential criteria: endurance, leverage, and readiness for the next level of learning.

Endurance- knowledge and skills of value beyond a single test date.

Leverage- Knowledge and skills of value in multiple disciplines.

Readiness for the next level of learning- Knowledge and skills that are necessary for success in the next level of instruction.

Our power standards are what teachers will spend the majority of instructional time teaching. They are what teachers will assess. They are what teachers will have data-driven discussions about and they are what teachers will intervene on (enrichment or reteaching).



AWARDS

Academic & Social Awards

We will recognize student's achievement in academics, attendance, and social skills. Students meeting the following criteria will receive recognition.

End of Year Awards

Perfect Attendance Award (Grades K-4)

Requirements: 1) Not absent or tardy for the entire school year.

Punctual & Regular Attendance Award (Grades K-4)

Requirements: 1) Absent no more than three days during the school year. 2) Tardy no more than three times during the school year.

Kindergarten Diploma

Requirements: 1) Successfully completes Kindergarten.

Academic Achievement

Demonstrated proficiency on mastering grade level power standards.

LAMP Awards

Library Requirements: 1) Have outstanding library skills. 2) Exceptional conduct in the library.

Music/Honor Choir Requirements: 1) Have outstanding musical ability as determined by the music teacher. 2) Have exceptional conduct and be cooperative in music class.

Physical Education Requirements: 1) Have outstanding ability as determined by the PE teacher. 2) Have good conduct and be cooperative in PE.

Art Education Requirements: 1) Have outstanding art ability as determined by the art teacher. 2) Have good conduct and be cooperative in the art class.

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PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

STUDENT ELIGIBILITY REQUIREMENTS

The Scott City R-1 School Board recognizes that school activity participation is a privilege and this privilege is extended to students who meet certain requirements for participation.

Activities subject to this policy include all elementary athletic teams, cheerleaders, student council, class officers, school clubs, and any other extra-curricular programs that may be developed in the elementary school.

The requirements for activity participation in the elementary are as follows:

1. Be a member in good standing of a group listed above.
 - A. Students who do not meet this requirement will not be eligible to participate in the applicable activities for the next quarter of school and participation in clubs is dependent upon the number of openings available in each club.
 - B. To be eligible for selection as a member of any extra-curricular activity the student must be eligible at the time of selection.

2. Exhibit good citizenship in the classroom and school.

REPORTS TO PARENTS

There will be planned parent teacher conferences during the fall semester. If you have questions concerning your child, or the school, please contact your child's teacher or the elementary office at 264-2131.

RETENTION

It has been the practice of your school to try and detect as early as possible, students who are experiencing difficulty in their school work and to provide extra help to the students. If at the end of the school year, these students are still unable to perform at an adequate level necessary for the next grade level, these students will be retained in their present grade. Most retentions are made in kindergarten, grade one, or grade two. Retentions made above the second grade level are usually the result of poor attendance or poor effort on the part of the student.

READING RETENTION LEGISLATION

Parents, and especially the parents of 3rd, 4th, 5th, and 6th graders, should become aware of Senate Bill 319. While the entire law covers a couple of different areas, the following information concentrates on the reading and retention parts. The law seeks to do two things: first, to ensure that public schools check the reading ability of students and provide extra help for kids who need it. Secondly, the law seeks to prevent the “social promotion” of students who are reading at more than a year below their grade level. Missouri’s elected officials approved Senate Bill 319 and this law is now in effect.

Districts must assess the reading of 3rd graders. Students with disabilities or students for whom English is not a native language may be exempted. Most students will be reading at the 3rd grade level – some a little above, some a little below. The assessments help schools identify children reading way below grade level. The law allows each school district to establish its own methods for assessing students. A school may use multiple methods for determining students below grade level in reading.

Senate Bill 319 requires schools to make specific actions to help improve the reading ability of students identified as reading more than one grade level below his or her grade. Near the end of the 3rd grade year, schools will test their 3rd graders for reading. For those students reading below the 2nd grade level, a plan will be established for improving the students reading skills. Additional reading instruction must also be provided for these students. These “Reading Improvement Plans” must include 30 hours of additional reading instruction or reading practice outside of the regular school day. The additional reading instruction can occur during the fourth grade year, or during the summer before the start of fourth grade. The reading assessments will identify what each student needs to work on to improve.

The additional reading instruction can be provided by a reading teacher or a regular classroom teacher. Parents are a crucial part of this instruction. Reading aloud at home is one of the best ways to foster a love of reading.

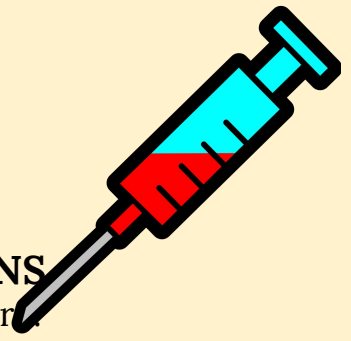
SOME STUDENTS WILL REPEAT 4th GRADE

Senate Bill 319 gained media attention because it calls for the retention of students in grade 4 if they are reading below 3rd grade level. The practice of promoting students to the next grade even if they are not academically ready is often called “social promotion.” Mandatory retention related to Senate Bill 319 – occurs once. The law states: “No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this law.” As has always been the case, (and totally separate from the new law) districts maintain their own policies regarding the retention of other students regardless of age or grade level. Local district decisions follow the guidelines that retention is in the best interest of the student.

The “retention” portion of the law applies as follows:

1. Students were assessed in reading at the end of 3rd grade and the assessment indicated that the student was reading below the 2nd grade level.
2. A reading plan is developed for the student, and implemented during 4th grade.
3. Reading is assessed again at the end of summer school following the 4th grade year.
4. On the assessment at the end of summer school following the 4th grade year, the student is measured as reading below the 3rd grade level; THE LAW STATES THAT “THE CHILD SHALL NOT BE PROMOTED TO THE 5TH GRADE.”

The school will continue to monitor reading progress by assessing students again at the end of the repeated 4th grade level, as well as 5th, and 6th grade year. Along with an additional 40 hours of extra practice during summer school. The assessments, Reading Plans, and summer school instruction continue from the end of 3rd grade until the end of 6th grade. At the end of 6th grade, the school will make a note on the student’s permanent record stating that the child reads below the 5th grade level. When the child reaches the appropriate reading level the note can be removed.



MEDICAL

IMMUNIZATION REQUIREMENTS

REGULATIONS COVERING THE REQUIRED IMMUNIZATIONS

The minimum standards for attending school in the State of Missouri are:

DPT - At least 4 doses of vaccine. The last dose must have been received on or after the 4th birthday. A booster dose of DPT is required 10 years from the last dose.

POLIOMYELITIS - Three (3) doses of Polio Vaccine with the last dose having been received on or after the 4th birthday.

MMR - (MEASLES/MUMPS/RUBELLA) - Two (2) doses of MMR vaccine received after 12 months of age.

HEPATITIS B - All students entering grades K-4 must have completed the 3 dose Hepatitis B series.

VARICELLA - **Students in grades K-2** are required to have 2 doses of (chicken pox) vaccine. As satisfactory evidence of disease, an MD or DO may sign and place on file with the school a written statement documenting the month and year of previous varicella (chicken pox) disease. **Students in grades 3 & 4** are required to have 1 dose of (chicken pox) vaccine. As satisfactory evidence of disease, a parent/guardian or MD or DO may sign and place on file with the school a written statement documenting the month and year of previous varicella (chicken pox) disease.

EXCLUSION FROM SCHOOL FOR NON-COMPLIANCE WITH IMMUNIZATION LAW

Missouri Law prohibits school attendance without proof of immunization as required by the Bureau of Immunization (Month/Day/Year). **Children in non-compliance will be excluded from school.**

COMMUNICABLE DISEASES

Although we hope for the best, everyone realizes that early childhood is a time at which children are subject to many illnesses. The following list may help you to be alert to such possibilities and tells of the period during which such illnesses are contagious.

<u>DISEASE</u>	<u>PERIOD OF EXCLUSION</u>	<u>INCUBATION PERIOD</u>
Chicken Pox	6-10 days after appearance of the rash Or until scabs are dry	13-17 days
Impetigo	Until sores are healed	1-10 days
Ringworms of Skin	Ringworm must be treated & covered with a bandage for school attendance.	4-10 days
Strep Throat	Until 24 hours after antibiotic treatment	1-3 days
Scarlatina/Scarlet Fever	Until 24 hours after antibiotic treatment	1-3 days
Pink Eye	Until 24 hours after antibiotic treatment	1-3 days
Scabies	Until the day after adequate treatment is completed	
Head Lice	Until adequately treated with anti-lice shampoo and <u>Until all nits and lice are removed.</u>	

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(Any) All above should be without fever 24 hours prior to returning to school.

ASSEMBLY PROGRAMS

Assembly programs will be scheduled from time to time during the school year. These assemblies will be entertaining as well as educational. We will also have assemblies for student recognition and for character education purposes.

Classroom teachers are responsible for the conduct of their students at assembly programs. Other faculty and staff will also assume responsibility for the conduct of the students. As students, you are to observe the following rules:

1. Students shall not talk during the performance, unless necessary.
2. Students shall be courteous to the performer.
3. Students will walk quietly while entering and leaving the assembly.
4. Students are not to stomp on the bleachers in the HS gym.
5. Students are to remain seated until dismissed by their teacher.

SMOKING (Elem/MS/HS)

The Board of Education believes that smoking; the use of any tobacco products; and substances appearing to be tobacco products are detrimental to the health and well-being of staff and students. This prohibition includes electronic cigarettes, vaping and similar objects used in conjunction with vaping. Therefore, the Board prohibits the use, sale, transfer and possession of tobacco products and substances appearing to be tobacco products, i.e. e-cigarettes, vaping paraphernalia, at school and at school activities. Any confiscated device may be picked up by a parent/guardian when the school-year is over. Confiscated devices may be subject to testing the device for drugs.

CELL PHONE USAGE/POSSESSION (Elem/MS/HS)

Cell phone usage/possession is prohibited at school

- 1st offense - confiscation and picked up by parents.
- 2nd offense - confiscation, 3 school days of In School Suspension and picked up by parents.
- 3rd offense - confiscation, 5 school days In School Suspension and picked up by parents.

Any further offense(s) will result in 5-180 days of suspension from school.

GYM SHOES

Your child will have physical education class every week. Your child will need gym shoes for this class.

SALES AT SCHOOL

The Scott City School Board has adopted the following rules regarding sales at school:

1. The only items that may be sold at school are items that are being sold by school sponsored groups. Students cannot bring items from home or other outside organizations to sell.
2. School sponsored sales must have the approval of the principal.
3. Posters for activities sponsored by non-profit, civic groups, must be submitted to the principal for approval, and with approval, be posted in the area designated by the principal.

SPECIAL SERVICES

Your school has several services available to students that are experiencing learning or emotional problems at school. Some of these services include speech therapy, learning disability classes, special needs classes, guidance programs, and remedial reading.

TECHNOLOGY IN THE CLASSROOM

Students should not abuse the privilege of using the internet. Any student that PURPOSEFULLY logs on to any website that contains inappropriate materials WILL LOSE ALL COMPUTER PRIVILEGES for a designated period to be determined by the principal.

TEXTBOOKS

Your school provides each child with the necessary textbooks. Damage to text books or library books will result in the child having to pay for the damaged books

WITHDRAWAL FROM SCHOOL

Should you move and necessitate your children having to withdraw from school, you should call the elementary principal's office and report this information.

STUDENT DRESS CODE

The Scott City R-I School District is committed to the total education process of their students. The conduct, manners, appearance, and dress of each individual student play a role in this process.

- Students are expected to be clean, neat, and modest during the school day and at school functions.
- Clothing that makes reference to tobacco, alcohol, or illegal substances are not permitted.
- Students will remove head coverings in the building and classrooms unless prescribed by a physician or previously approved by the school's administration for religious reasons.
- The principal/faculty member may restrict a student's appearance or mode of dress that disrupts the educational process or constitutes a threat to health and safety.

In an attempt to further clarify the dress code the following guidelines will be followed.

- Shirts/tops must be long enough to cover the torso and must have sleeves.
- Pants/shorts/skirts must be worn at the waist and must cover to mid-thigh. No pajama pants.
- No holes in pants/shorts above mid-thigh that reveal skin or undergarments.
- No undergarments should be visible. This includes see through outerwear.
- No clothing which illustrates with words, symbols, or pictures condoning alcohol, violence, profanity, or membership or affiliation in any gang or cult.
- No flip flops.

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Students who violate the dress code will receive one warning from the office. In an attempt to keep the student in the educational environment, upon warning, the student may be issued appropriate clothing for the remainder of the day. Continued violations will result in punishment according to the student discipline policy.

Where a bona fide religious belief or health need of a student conflicts with the District's dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy. Individuals who believe the dress code poses a financial hardship should contact the principal.

All dress code procedures will adhere to health and safety codes and comply with applicable law. No dress code procedure will impose dress and grooming rules based on gender in violation of Title IX.

DRESS CODE Continued

Students who elect not to conform to the dress and grooming rules set forth by this policy will be subjected to disciplinary actions as defined by the district's Code of Student Conduct.

If any unusual situation relative to dress or grooming arises which is not specifically covered in this policy, the building administrator shall have the authority to rule on the appropriateness of the attire. Additionally, any dress not specifically mentioned above that materially disrupts the educational environment is prohibited.

SCOTT CITY ELEMENTARY SCHOOL PARENTAL INVOLVEMENT PLAN

Scott City Elementary will jointly develop and distribute to the parents of students attending the Title I school a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The plan must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The plan shall contain a school-parent compact that outlines the shared responsibility of parents, the school staff, and students in improving student academic achievement. It will address the means by which the school and parents will build and develop a partnership to help the students be successful.
3. Scott City Elementary will hold an annual meeting to inform parents about Title I and to involve parents in the planning, review, and improvement of Title I programs.

Communication

To encourage communication, Scott City Elementary will communicate with parents through direct mailings, notices, surveys, activities at school, and through the school website. Communication formats used by the district include:

1. School Handbook
2. School Messenger
3. Website
4. Email
5. Newsletter

The school district may also use newspaper notices, letters to parents, social media, and conferences. In addition, the elementary school may host activities such as book fairs, special days, and family nights.

Strategies for Involvement

The Scott City School will:

- host annual meetings to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer various parent nights throughout the year which may assist parents in helping their student academically. (These meetings will be open to preschool and Parents as Teachers.)
- request parent feedback through surveys and in meetings concerning the planning, review, and improvement of programs under Title I.
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district.
- provide parents of participating children with:
 - timely information about Title I programs.
 - annual performance data (such as MAP and local assessments) and give an interpretation of the school's annual performance report.

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- Information about the curriculum used at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
- if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
- timely responses to the suggestions made by parents that have been offered in the meetings

Shared Responsibilities for High Student Academic Achievement

Scott City Schools will share the responsibilities for high student achievement through:

- The School and Parent Compact
- Quarterly Report Cards
- Parent/ Teacher Conferences (Fall and Spring)
- Various communications in the form of newsletters, notes, social media etc.

Expanding Opportunities for Involvement

Additional areas may be offered for Parent Involvement in the following areas:

- Joining and working with the school's PTO.
- Contacting the Title I teachers for resources to assist students academically.
- Attending various school functions:
 - School parties
 - Music performances
 - Play Day
 - Various educational activities implemented in the classroom
 - Parent/Teacher Conferences
- Providing feedback through school surveys
- Volunteering in classrooms (school policy requires a background check)

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FEDERAL NOTICES AND SCOTT CITY R-1 POLICIES/REGULATIONS

504 Public Notice

The Scott City R-1 School District, as a recipient of federal financial assistance from the United States Department of Education and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty. The Scott City R-1 School District assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The Scott City R-1 School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed in the Special Education office during normal school hours while school is in regular session. Please contact Marcia Daniels, Director of Special Services, at 573-264-2131 with questions pertaining to 504 procedures and/or policies. This notice will be provided in native languages as appropriate.

IDEA

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Scott City R-1 School assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and young child with a developmental delay.

The Scott City R-1 School assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Scott City R-1 School assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Scott City R-1 School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at Scott City R-1 School during regular school hours.

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PARENTS RIGHT TO KNOW

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Federal Programs

Parent/Guardian Notification

The Elementary and Secondary Education Act (ESEA) requires notification to parents when any of the following situations exist in a Local Education Agency (LEA) receiving federal funds. Additional information regarding these requirements can be found in this manual.

1. LEAs must annually disseminate DESE's ESSA Complaint Procedures to parents of students and appropriate nonpublic school officials or representatives. 2. At the beginning of each school year, a participating LEA must notify the parents of each student attending a school that receives Title I.A funds that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.

3. A school that receives Title I.A funds must provide all parents notice their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.

4. Within 30 days after the beginning of the school year, an LEA must inform parents their child has been identified for participation in a language instruction educational program.

5. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

1. Testing Transparency – LEAs must make available to the public for each grade and each assessment required by the state, the following: a. the subject matter assessed; b. the purpose for which the assessment is designed and used; c. the source of the requirement for the assessment (statutory cite); d. the amount of time spent on the assessment; e. the schedule for administering the assessment; and, f. the time and format for disseminating results.

Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent programs.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>

Every Student Succeeds Act of 2015 (ESSA)

COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)²

<https://dese.mo.gov/media/pdf/essa-complaint-procedures>

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GUN FREE - DRUG FREE

In 1993 the Scott City Board of Education in cooperation with the US Attorney's Office designated Scott City School as a Gun Free - Drug Free Zone.

We feel that the signs are a deterrent to anyone bringing guns or drugs within this zone, but we want to have a higher level of assurance that we have compliance with our Gun Free - Drug Free Zone.

To assure that we truly maintain a Drug Free Zone at school, any time after January 5, 1994 we will be using a law enforcement agency with specially trained dogs to check for drugs within the building and the parking lot. Randomly selected classrooms will be checked.

We will not reveal the date or dates that we plan to use the trained dogs. This will be the only notice that will be given.

In maintaining a Gun Free - Drug Free Zone at school anyone bringing a gun or weapon to school or use, or have possession of, drugs on school property will be dealt with in the following manner:

1. The police will be notified and we will proceed with criminal charges. This will include calling the federal law enforcement agencies for having violated the federal Gun Free - Drug Free School Zone.
2. In addition, students will be subject to permanent expulsion from school.

The Board of Education and Administration is very much aware that maintaining a Gun Free - Drug Free Zone at school is essential to the well-being of our students. We feel that these additional steps will be reassuring to parents, faculty, and students that we are truly maintaining a Gun Free - Drug Free School.

STUDENTS

Regulation 2620

Discipline

Firearms and Weapons in School

Definition of Firearm

The term *firearm* includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term *weapon* shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

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Other weapons:

1. Mace spray
2. Any knife, regardless of blade length (optional)
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

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Applicability of Regulation to Students with Disabilities

If the student who is determined to be in violation of this Regulation is a student with a disability under the Individuals with Disabilities Education Act, the District will assign the student to an alternative education placement for a period of up to forty-five (45) days and/or take other steps to address the student's misconduct, as permitted by law.

SAFE SCHOOL ACT

1. Reporting Requirements: District administrators are required to report acts of school violence to teachers and other school employees.
2. Student Suspension: Current law requires a minimum of one-year suspension for a student bringing a weapon to school. This amendment allows the suspension to be either one year or an expulsion and expands the definition of weapon.
3. Discipline Records: Districts are required to compile and maintain records of any "serious violation" of district policy. Records will be made available to district personnel with the need to know based upon their assigned duties and shall also be sent to any district a student subsequently attends.
4. Children with Disabilities: Prohibits the denial of educational services based upon the child's disability. If the violent behavior of a child with a disability causes a substantial likelihood of injury, the school may initiate procedures to change the student's educational placement.
5. Residency Issues: Prior to registration a pupil, parent, or legal guardian must establish proof of residency, or must have requested a waiver of the proof of residency. Submitting false information relating to residency is defined as a Class A misdemeanor. School districts are authorized to file a civil action for recovery of educational costs based upon submitting false information relating to a student's residency.
6. Transfer of Documents: School officials enrolling new pupils must request within forty-eight (48) hours a document from all school districts the pupil attended within the previous twelve months. Any school district receiving that request shall respond within five (5) business days of receipt of that request. The request must include the disciplinary records required under this legislation.

1. **Removal of Students:** Districts are authorized to immediately remove a pupil posing a threat to themselves or others. Removal of a pupil with a disability is subject to state and federal procedural rights. Boards are required to make a good-faith effort to have the parent or other custodian present at the suspension or expulsion hearing.
2. **Readmission Conference:** A new subsection requires a conference prior to re-admission of a student suspended for more than ten (10) days for an act of school violence, or where the pupil poses a threat or harm to themselves or others. Written notice of the conference shall go to the parent or guardian. The section specifically prohibits readmission of a student convicted or indicted of specified criminal acts. A conference is also required if a student attempts to enroll in one district during a suspension or expulsion from a second district. The second school district may recognize the disciplinary action if it is determined that the behavior would be subject to suspension or expulsion in that district.
3. **Communication with Juvenile Officers:** The superintendent is required to notify the appropriate juvenile or family court upon the suspension of any student within the jurisdiction of the court when the suspension is in excess of ten (10) days.
4. **Notice of Violent Acts:** Principals are required to notify the superintendent and law enforcement if any person is believed to have committed first, second, or third degree sexual assault or deviant sexual assault against a pupil or school employee while on school property, on a school bus, or while involved in a school activity. The principal must report possession of a controlled substance or a weapon by people in violation of school policy.
5. **Statement of Disciplinary History:** School districts may require a parent, guardian, or other custodian to provide a statement indicating whether a student was previously expelled, violated board policy on weapons, alcohol or drugs, or willfully inflicted injury on another. Persons making a false statement would be guilty of a Class B misdemeanor. The statement would be maintained as a part of the student's record.
6. **Alternative Education:** Suspension or expulsion is stated not to relieve the State or the suspended student's parents or guardian from responsibility to educate the student.

STUDENTS

Discipline

Drug-Free Schools

Policy 2641

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). (See also Policy 6130 - Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such a program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS

Policy 2655

Discipline

Bullying

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

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Bullying may also be anonymously reported on our district website:
scr1.org

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BULLYING INCIDENT REPORT FORM

If you have been the target of bullying or have witnessed the bullying of a District student, complete this form and submit it to the building principal. Complaints against building principals should be submitted to the Superintendent. Complaints against the Superintendent should be submitted to the Board of Education. Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Date Filed: _____ Your Name *: _____

Indicate the appropriate response to the following with a check mark(s):

● You are a: Student Parent Employee Volunteer

Date(s) of alleged bullying: _____

Name of student(s) subjected to bullying: _____

Person(s) alleged to have committed the bullying or harassment:

Summarize the incident(s) or occurrence(s) of bullying as accurately as possible. Attach additional sheets or use the back side of the form, if necessary.

Names of Witnesses: _____

Have you reported this to anyone else: Yes No. If so, who? _____

*Signature of Complainant _____

***Students have the right to complete this form anonymously. However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.**

This Section is for use of District Administration

Date Received by Principal: _____

Investigative Action taken:

Result of Investigation/Action taken:

Signature of Principal:

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