

West Elementary

Student/Parent Handbook

2026 - 2027

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West Elementary

CHARACTER EDUCATION WORD LIST WITH DEFINITIONS 2026-2027

September: **Respect**- *Appreciation for the importance of and efforts of others*

October: **Honesty**- *Truthfulness and sincerity*

November: **Sportsmanship**- *The ability to take winning and losing without gloating or complaining*

December: **Generosity**- *Willingness to give and share unselfishly your time and talents in your school community*

January: **Kindness**- *Consideration and willingness to help others*

February: **Dependable**- *Can be counted on; reliable*

March: **Responsible**: *Accountable for one's actions*

April: **Cooperative**: *Working together for a common purpose*

May: **Trustworthy**: *Worth of confidence, reliable*

West Elementary Daily Schedule

7:10-7:50 Doors Open - Breakfast is served; Library is staffed and open

7:25 A.M. Recess Staff to Duty

7:25-7:45 A.M. Recess (in rooms)

7:40 All Certified Staff on Campus

7:50 All Certified Staff at Classrooms to greet students

7:55 Tardy Bell / Parent Drop-off doors are locked

8:00 School Begins

- 10:45-11:35 3rd Grade Lunch and Recess
- 11:20-12:10 4th Grade Lunch and Recess

- 12:00-12:50 5th Grade Lunch and Recess

3:10 Dismissal

3:25 Certified Staff Dismissal (unless on duty)

***Disclaimer:** The Central R-III School District is not responsible for the supervision of students outside of the stated times. Parents are not allowed to drop off or leave children at school during unsupervised periods.

West Elementary Grading Scale

A: 95-100
 A-: 90-94
 B+: 87-89
 B: 83-86
 B-: 80-82
 C+: 77-79
 C: 73-76
 C-: 70-72
 D+: 67-69
 D: 63-66
 D-: 60-62
 F: 0-59

Understanding Your Child's Transition to Letter Grades at West Elementary

At Central Elementary, your child's academic progress was measured using a standards-based 1-4 proficiency scale. As your student transitions to West Elementary, we introduce a traditional percentage and letter-grade scale (A-F). This change helps students build accountability and prepares them for the identical grading system used at Central Middle and High School.

We know that shifting from the 1-4 scale used at Central Elementary to a traditional A-F grading system can be a big change for you and your student. To help you better understand this transition, we have put together this guide to show how your child's progress in our new grading system relates to the proficiency levels you are familiar with.

- From "4 - Advanced" to an "A" (90-100%): At Central Elementary, a "4" meant your child was demonstrating mastery beyond grade-level expectations. In our new system, earning an A or A- reflects that same high level of independent mastery, showing they consistently apply key concepts and skills.
- From "3 - Proficient" to a "B" or "C+" (77-89%): A "3" indicated your child mastered key concepts and was working successfully at grade-level expectations. Earning a B+, B, B-, or C+ similarly means your child has a solid, proficient grasp of the material being taught and is performing right where they need to be.
- From "2 - Basic" to a "C" or "D" (60-76%): Previously, a "2" meant your child was approaching mastery but still needed assistance and guidance to understand basic concepts. Grades in the C to D- range

indicate that your child grasps the basics but is still developing their skills and needs more practice to achieve full independence.

- From "1 - Below Basic" to an "F" (0-59%): A "1" meant your child was not yet able to produce work meeting district standards. An F indicates that a student is currently struggling to demonstrate a basic understanding of the material and requires additional support, instruction, and intervention to succeed.

West Elementary Staff

Mr. Ryan Ruble
Principal

Mrs. Rikki Boyd
Asst. Principal

Alys Moyers	Secretary	Krista Kelly	PE
Keaton Brown	Secretary	Sheila MacBride	Art
Heather Heineman	Counselor	Christian Moulton	Library
Candace Blunt	Nurse	Sara Parks	Music
Buffy Dischbein	Third Grade	Randi Bess	Title 1
Erica Conway	Third Grade	Heather Hites	Title 1
Ava Eden	Third Grade		
Paige Huitt	Third Grade	Kelcey Keipe	Special Education
Jessica Flanagan	Third Grade	Brady Robinson	Special Education
Dayelle Klempert	Third Grade	Charlene Smith	Special Education
Tia Smith	Third Grade	Paige Anderson	Special Education
		Maci Woods	Special Education
Molly Comfort	Fourth Grade		
Adrienne Hampton	Fourth Grade	Roxanne Simmons	Process Coordinator
Abby Inman	Fourth Grade		
Angie Jenkins	Fourth Grade	Molly Barton	Paraprofessional
Krista Bales	Fourth Grade	Megan Barnett	Paraprofessional
Aubrie Smith	Fourth Grade	Sarah Wilson	Paraprofessional
Dana Stephens	Fourth Grade	Haley Stephens	Paraprofessional
Tara LaPlante	Behavior Interventionist	Tonia Minks	Paraprofessional
		Reese Shepard	Paraprofessional
		Courtney Patterson	Library Aide
Lexie Black	Fifth Grade	Kristin Dreier	Technology
Angie Cagle	Fifth Grade	Stephanie Wicker	School Service Worker
Amie Fraley	Fifth Grade	Justin Rowland	School Resource Officer
Avery Norris	Fifth Grade	Marlon Shaw	School Resource Officer
Briley Rowland	Fifth Grade	Shelby Sundhausen	Head Cook
Mayci Komar	Fifth Grade	Barb Mecey	Cook
Travis Weber	Fifth Grade	Sherry Davis	Cook
		Misty Sheets	Cook
Eric Yoder	Day Custodian		
Gene Stokes	Night Custodian		
David Nelson	Night Custodian		

Central West Elementary PBIS

Dear Parent/Guardians,

West Elementary School has always strived to create a safe and stimulating learning environment for all students. In an effort to continue to improve our school climate, staff at West Elementary have worked together to form a Positive Behavior Intervention & Support (PBIS) Plan. The focus of this plan is to create a positive school climate that fosters being safe, respectful, responsible, compassionate, and ready to learn.

The students will be learning about PBIS, our new behavior program, throughout the school year. The Positive Behavior Intervention & Support Committee created this program to promote the core values of RESPECT, RESPONSIBILITY, SAFETY, AND COMPASSION for all students.

We display posters around the building and in the classroom, and modify our environment to make it easier for children to move safely and efficiently in the building. All of the staff at West Elementary will be teaching their students the positive behaviors they are expected to demonstrate at school. We will acknowledge and reward classes who consistently demonstrate these positive behaviors with Rebel Bucks, Monthly, and Quarterly Rebel Pride activities.

With PBIS, students will also have consequences for inappropriate behavior. Students have been taught the school expectations for classroom and non-classroom settings. If a student does not follow the PBIS Expectations, the following procedure is followed: A verbal warning will be given with a reminder about appropriate behavior. Teacher will then complete a Level 1 Minor or Level 2 Minor Referral and the student will be given a chance to practice. If deemed appropriate, the student will fill out a think sheet with the teacher to evaluate the reason for their behavior and to consider alternate behaviors. Consequences may be imposed by the teacher.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to be a Rebel Ready to Learn!

With your continued support and involvement, there is no question that West Elementary will continue to be a place where students can excel in a safe and stimulating environment. Research shows that when the home and school work together, student learning is more successful. We look forward to working with you as true partners in your child's education!

- Ryan Ruble

Introduction to PBIS

What is PBIS? and PBIS at West
Three-Tiered Model of School-Wide Behavior Support
PBIS Introduction Letter to Parents

Teaching Positive Expectations

Guidelines for Teaching PBIS
Behavior Expectations Matrix
Sample Teaching Strategies/Lessons
Procedures to Practice
Ways to Practice

Acknowledging/Recognizing Appropriate Behavior

Positive Teacher Attention; 4:1
Appropriate Recognition
Expectations Steps for Implementing PBIS
Whole School PBIS Recognition Activities
PBIS During Lunch
Class Recognition/Celebration Options
100 Ways to Praise a Child

Interventions & Consequences for Problem Behavior

Problem Behavior Definition
Classroom/Teacher Interventions
How to Set a Positive Tone/Teacher Action Continuum
Office Discipline Referral Process/Immediate Intervention Office/Administration Interventions
Major Offenses/Minor Offenses

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS at West Elementary

A term you will be hearing this year at West Elementary School is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach in behavior management on a schoolwide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, the classroom, or with an individual student.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows West's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

The goals of PBIS are consistent with those found in other educational initiatives/laws.

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this staff manual is to briefly illustrate how these components will be utilized within West Elementary PBIS system.

The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.

POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement.

An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote prosocial behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual support from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and prosocial behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long should it take to teach the behaviors on the matrix?

Plan to teach the expectations over the first two-three weeks following the kickoff assembly. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

And then I'm done, right?

Not quite. Plan to teach "booster" lessons every day of the school year (3-5 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

What do you mean by "teach" the expectations?

This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).

Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

How much time is committed to this?

Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks the over-head should only take 2-5 minutes.

How does this fit in with everything else?

Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter.

The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values: SAFE, RESPECT, RESPONSIBILITY and COMPASSION. Part of our objective is to teach students these core values beyond the level of simple classroom procedures.

West Elementary Expectations Matrix

Expectation	SETTINGS						
	Classroom	Hallway	Cafeteria	Bathroom	Playground	Bus	Parent Pick-up
Respectful	-Follow your classroom expectations Follow directions quickly Be a team player Use inside voices	Rebel Hands (hands to your side) Rebel Mouth (closed and quiet) smiling Follow the 4 S (Safe, Straight, Silent, Still Hands)	Raise your hand if you need help. Only eat the food on your plate. Use proper manners (please, thank you, excuse me) Talk quietly only to the people at your table. Stop talking when the teacher turns the lights off	Use quiet voices. Allow others privacy. Keep walls and floors clean & dry-- throw away trash.	Use appropriate words Share equipment Take turns and play nicely -Listen to all teachers	Use appropriate language Listen to the bus driver's directions at all times Take care of the bus property	Keep hands and feet to yourself. Use inside voices and appropriate language.
Responsible	Complete all work Give your best effort Take care of and put away all supplies Be a problem-solver	Keep lines together Keep Hallways Clean Walk Quietly Follow the 4s (Safe, Straight, Silent, Still Hands)	Wait quietly for your turn to be served. Get all needed items before you sit down. Eat promptly.	Follow restroom procedures Wash your hands with soap and water Clean up after yourself	Be a problem solver Freeze and listen at the whistle Be a good reporter (classroom teacher give examples	Get off at your stop Report any unsafe behavior to the driver Keep your belongings in your backpack	Keep ALL personal belongings in your backpack. Keep ears open while waiting for your

	<p>Demonstrate self-control</p> <p>Be honest and accept consequences</p> <p>Be on time</p> <p>Record classroom assignments in your planner</p>		<p>Pick up trash around you-even if left by others.</p> <p>Gently place trash in trash cans.</p> <p>Sit in your designated area.</p> <p>Wait for the teacher to dismiss the grade/table.</p>	<p>Leave restroom when finished</p>	<p>on how to be a good reporter)</p>	<p>and in your seat on your lap</p>	<p>name to be called.</p> <p>Sit with your back to the wall while</p> <p>keeping the aisle clear.</p>
Safe	<p>Seat to seat, back to back, 4 on the floor</p> <p>Use supplies correctly</p> <p>Keep your hands/feet to yourself</p> <p>Walk at all time</p> <p>Report safety problems</p>	<p>Walk on the right side</p> <p>Go directly to and from your destination</p> <p>Follow the 4-S (Safe, Straight, Silent, Still Hands)</p> <p>Use walking feet</p> <p>Use one step at a time</p> <p>Use the closest restroom and water fountain</p>	<p>Walk at all times, with both hands on the tray.</p> <p>Stand in line, facing forward, with voices off.</p> <p>4 people per bench (may look different according to grade level).</p> <p>Sit with feet on the floor.</p>	<p>One person per stall</p> <p>Keep feet on the floor</p> <p>Keep hands, feet, and other objects to yourself.</p> <p>Keep water in the sink and off the floor.</p>	<p>Hands and feet to self</p> <p>Leave rocks and sticks on the ground</p> <p>See a teacher at all times</p> <p>use equipment safely and properly</p> <p>Stay in designated play areas.</p>	<p>Sit seat-to-seat, back-to-back and remain in assigned seat</p> <p>Keep the aisle clear</p> <p>Keep hands, feet, and items to self on the bus and at the bus stop.</p> <p>Walk to the bus and on/off the bus.</p>	<p>Safe hands and body</p> <p>Be in control of your body.</p> <p>Report concerns to an adult.</p> <p>Walk to the cone you are assigned.</p>

			Keep all food off the floor. Keep all hands, feet, and objects to self.				
Compassionate	Accept the academic and social abilities of others Treat others how you want to be treated	Respect learning environment of others Hold doors for others	Keep table discussions positive. Help others.	Use good manners in the restroom · Report concerns to an adult	Include others Leave nature in its place	Make space for your assigned seat partner(s) Keep bus interactions positive Use polite, kind, classroom voices and thank the driver	Keep your interactions positive.

Procedures to Practice

- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention

- What to do with homework
- How to pass in papers • How to return student work
- Returning to work after an interruption
- What to do during a fire drill, lockdown drill, tornado drill, etc.
- What to do during announcements
- Saying “Please,” “Thank you,” “Excuse me,” “I’m sorry/I apologize for”
- End of the day procedures

*If a student doesn't know how to read, we teach.
If a student doesn't know how to swim, we teach.
If a student doesn't know how to multiply, we teach.
If a student doesn't know how to behave, we punish?
-John Herner*

West Elementary
CLASSROOM AND OFFICE MANAGED BEHAVIORS

Classroom Managed Behaviors		Office Managed Behaviors
Level 1 Disruptive to Self	Level 2 Disruptive to Others	Level 3 Office Managed
Refuses to follow directions	Arguing with a teacher or talking back	Possession or use of a weapon or an item used as a weapon
Leaving an area without permission	Consistently leaving an area without permission	Leaving the building without permission
Not using materials appropriately	Throwing items	Fighting or Assault
Using inappropriate language - not profanity	Using inappropriate language directed at another person	Abusive language or profanity – directed or not
Making Inappropriate noises or yelling	Pushing, shoving, & play fighting	Physical Aggression - Actions that cause or could cause serious harm
Refusal to work/Off Task/Not paying attention	Lying / Cheating	Damage to school or student property
Talking in the hallway		Multiple missing assignments
Out of seat, without permission	Out of seat – disrupting class	Chronic level 2 behaviors not responding to interventions
Missing Assignments	Minor theft	Continuous stealing of items
		Serious threats or sexual harassment

***After 3 documented Level One offenses or 1 documented Level Two offense, a home contact must be made.**

***After 5 documented Level One offenses or 3 documented Level Two offenses, an Office Discipline Referral (ODR) may be completed.**

***After 5 documented Level One or Two offences or 1 Office Discipline Referral (ODR) will result in the loss of Rebel Pride for the quarter. Additionally, 5 or more unexcused absences will also result in the loss of Rebel Pride for the quarter**

ELEMENTARY ATTENDANCE POLICY

INTRODUCTION

Regular school attendance is critical to good academic achievement. Consistent attendance avoids gaps in a child's learning, learning important to class performance and a normal grade progression. Because a child's presence in the classroom is important to all who are involved with a student's school achievement, the following policy has been adopted.

A. Morning Phone Calls To School

1. In the event a student is absent from school, it is important that a phone call be made by the parent to the school advising the school of the situation. Phone calls reporting absences should be made between the hours of 7:45 and 8:45 a.m. on the date the absence occurs. All phone calls will be recorded in the office. Should a morning call be impossible, a note will be sent with the student, upon the student's return to school. The note is to be given to the classroom teacher, explaining the reason for the absence.
2. If a morning phone call is not received regarding a student's absence, the school's automated phone system will send out a message to the primary contact listed in our information system.
3. If a note is not received and we are unable to reach the parent by phone, the absence will be marked unverified.

B. School Communications Regarding Excessive Absences

- a. After five (5) days of absences during the first or second semester, a letter, automated message, and/or email informing the family of their child's absences will be sent home. The first semester consists of the first and second quarters of school attendance. The second semester consists of the third and fourth quarters of school attendance.
- b. Should a student be absent from school eight (8) days in a semester, a second letter, automated message, and/or email will be sent. This will inform the parents about the number of days missed, and a school resource specialist may be involved in cases of excessive absences. Extensive student absences may result in the parent receiving a citation from the city of Park Hills per the city ordinance 893-10.Section 210.040
- c. Only the following situations will excuses toward the attendance policy be accepted: hospitalization, under a doctor's care, funerals, school sponsored activities for which the pupil has been properly pre-excused, and court appearances.

C. Sign-in and Sign-out Procedures

1. Any student who arrives at school after 8:00 a.m., no matter what the reason, must sign in at the office and receive an admission slip before going to class.
2. Any student who must leave school before dismissal time (3:10 p.m.) must be signed out of school through the office by a parent, guardian, or another authorized individual as indicated on

the student's emergency information form. Students may only be signed out by individuals listed on the emergency form on file for that student. A teacher shall not release a student from their classroom unless they are given a release form from the office.

3. A student who leaves school grounds before school dismissal must accompany a legal parent or guardian. Should there be unusual circumstances prohibiting a parent or guardian from leaving with the student, arrangements must be made through the office before the student will be allowed to leave.

D. Dismissal Procedures

1. Students will be given a hang tag to be placed on the rearview mirror of your vehicle. This tag lets school staff know last name of the student to be picked up.

2. Parents will line up in the driveway entering from West Elvins Blvd. Please pull up to the first available colored column to load your student. Once your child is safely loaded, please remain in your place in line and do not go around any vehicles that are waiting ahead of you. Please drive slowly and watch carefully for children and other vehicles.

3. All students should be picked up by 3:25 p.m. Any students not picked up at 3:25 p.m. will be moved to the office. You will have to park in the front parking lot and go inside to get your child at that time. Please do not block the bus lane. You will most likely be telephoned at this time since all students should have been picked up by 3:25 p.m

E. Tardiness to School

It is important that all students are in their classes and prepared for the day's activities by 8:00 a.m., Monday through Friday. Reporting to class late can disrupt the progress in the morning's lesson. To help the school maintain a smooth routine for learning, please see that the student is prompt and prepared for the day.

After the five tardies in any quarter, a letter will be sent home informing the parents of these tardies.

F. Make-up Work

All students will have the opportunity to make up work missed due to school absence. For each day missed, the student will be given that many days to make up assignments and tests. As an example, a student misses two (2) days for illness, Monday and Tuesday, he/she will be given Wednesday and Thursday to make up the assignments missed while he/she was absent.

Bus Transportation Student Responsibilities

Safety is the primary concern of all persons involved in the transporting of students to and from school. To make the transportation safe for everyone, it is necessary to follow certain rules and responsibilities.

1. The driver is in charge of the students and the bus, and students must obey the driver at all times.
2. Classroom conduct is to be observed by students while riding the bus.
3. Unnecessary conversation with the driver is prohibited.

4. Students are not to move about, change seats, or stand up at any time the bus is in motion. All students must be seated before the bus pulls away from a stop.
5. Students should never stand in roadway or street while waiting for the bus.
6. Students must not, at any time, extend arms, hands, or head out the bus windows.
7. Smoking on a bus is not allowed and is reason enough for a bus suspension or expulsion.
8. All emergency doors and windows are to be used only as such. These are not to be used at any other time.
9. Bus Drivers will not allow students to eat or drink on district transportation. Refer to District Regulation 2875, Student Allergy Prevention and Response, for more information. Glass containers are not to be brought on the bus at any time.
The throwing of any type of material is prohibited at all times on the bus.
10. No scuffling, wrestling, or fighting will be allowed at any time.
11. Students who must cross the road will do so in front of the bus after a signal from the driver. Students must not cross divided highways at any time.
12. Students and drivers must be on time. The driver cannot wait beyond the regular schedule for tardy students.
13. Students are to ride the bus they are assigned. Students picked up by any bus making a shuttle run shall ride that same bus. Students may not ride a bus he/she is not assigned to for the purpose of going home with a friend. The school must receive a note or phone call requesting the transportation change at least one day prior. A pass will be given to the driver that he/she may ride a bus other than their assigned bus.
14. Students are to be picked up and discharged at their regular stop only, unless authorized in writing from the office.
15. In the morning when the student gets off the bus he/she is to go directly to the cafeteria at West Elementary.
16. For the safety of our students, any student in Pre-K through 3rd grade is required to have a parent/ guardian present at the bus stop before the student will be dropped off. If there is no one at the bus stop, the student will be brought back to their main campus and parents will be notified to come and pick up their child. Students 4th grade and above are permitted to be responsible for younger siblings in the same household getting off of the bus with them. These general guidelines are for the safety of our students. Central R-3 reserves the right to require documentation from parents/guardians for bus arrangements or require other arrangements, if there is a concern for the student's safety.

GOOD THINGS TO LEAVE AT HOME

1. All pets - animals on the playground or in the building are a potential danger and must not come onto school grounds without special permission from the principal.
2. All knives and other sharp objects, guns (including toy guns), bullets, screwdrivers, multifunction pliers or tools, etc.
3. Money in large amounts. Send only what a child needs for the day, since the risk of loss is present.
4. Valuables of any kind, including trading cards, such as Pokémon.
5. Toys - They distract a child from the school tasks he is expected to accomplish.
6. Skate boards are not allowed on school grounds.
7. Finger boards and toy skateboards should not be brought to school.
8. Play balls will be provided for activities at school. It is not necessary to bring play balls from home.
9. Video game systems, smart phones, tablets, and cameras are valuable items and risk being lost or broken at school. These items should remain at home.
10. Energy Drinks and Food Deliveries
11. Cell phones are not needed while at school and should not be brought to school by students. Should a student need to bring a cell phone to school, they should be left in the student's backpack and turned off.

TELEPHONE USE GUIDELINES

A. Student Use of School Telephones

School telephones are business phones and are to be used by students only in emergencies or official school business. Telephones in other offices in the building are not to be used for students' personal calls. If the student needs to make a call related to official school business or if an emergency exists, the principal or designee may give permission to the student to use the telephone in the office.

B. Student Possession/Use of Cell Phones and/or Wireless Devices

The Board desires to promote an environment that is conducive to instruction and learning. The Board recognizes that the use of cell phones and other wireless devices by students to communicate with others inhibits the creation of such an environment and is disruptive to the learning process. Additionally, the possession and use of camera phones impedes the preservation of an individual's privacy and is especially disruptive to a proper learning environment. The Board adopts this policy with the intention to regulate the possession and use of cell phones and wireless devices on campus and during off-campus school instructional activities.

Board Policy 2656 states: Development in cell phone technology and other electronic devices in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in schools poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. As a result, student cell phones, digital cameras, iPod and similar electronic devices are prohibited during the instructional day, as well as in dressing areas during extracurricular activities. Images or pictures taken on school property are not to be posted to computers, or other devices, or distributed in any way without the express written consent of the administration. Use of any electronic device for bullying criminal activity, academic dishonesty, or any other offense not listed here will result in discipline per applicable board policy(ies). Bringing any electronic device to school implies the right to school officials to confiscate and search the device.

PROMOTION/RETENTION OF STUDENTS

The purpose of promotion and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision to retain must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

The process for reading assessments and remediation, and retention guidelines students who fail to meet the District's objectives for reading are contained in Regulation 2520-Promotion and Retention.

TEACHER REQUESTS

Administrators work very hard to place students in appropriate classrooms. However, as a parent, your input is important. There may be factors you wish for us to consider in placing your child. For instance, to support our efforts, you may want to describe your child's particular learning style or a specific academic need. You are welcome to put these specific issues in writing, and use the specified form released by the West Elementary office on April 8, 2027 which should be returned by April 30, 2027. Your letters will be read and seriously considered as final placements are made. Classes are formed into deliberate heterogeneous groups with the following factors in mind; an even boy-girl balance, a full range of aptitudes within each class, an even proportion of abilities and learning styles, and an equal number of pupils in each class within the grade level. West Elementary is fortunate to have a staff of professional educators who are committed to providing the best possible education for all children. We appreciate your comments and your continued support as we partner with you, our parents, to provide a positive educational experience for your child.

HONOR ROLL

Improving academic performance and helping each child achieve their individual best is our purpose. To that end, we will recognize those students who distinguish themselves academically through Honor Roll and High Honor Roll. To qualify a student must have all "A"s in all of the core subjects for that grading period. To qualify for the Honor Roll, a student must have all "A"s and "B"s in all core subjects for that grading period.

BREAKFAST AND LUNCH PROGRAM

A. MEAL APPLICATION

Meal applications will be sent home at the beginning of each school year. An application must be on record for each family each year. If an application is not submitted, the student's status will be designated as full pay. For applications approved for free or reduced lunches during the first 30 days of school, any full pay charges will be adjusted to reflect the qualifications of the application.

B. BREAKFAST AND LUNCH

- The cafeteria prepares hot meals daily which provide all the necessary nutrition for a healthy diet. We strongly recommend this program.
- Elementary students will be allowed to charge a maximum of ten (\$10.00) dollars. These meals will include only the menu items of the reimbursable meal.
- On May 15th annually all charging will be cut off. Parents/guardians will be sent a written request for "payment in full." All charges not paid before the end of the school year will be carried forward into the next school year.
- Students bringing their breakfast/lunch that want a school milk will need money to purchase the milk, even if they receive free or reduced meals.
- Breakfast is served from 7:10 a.m. to 7:50 a.m. Breakfast is free for all students.

BREAKFAST & LUNCH PRICING CHART	
REDUCED PRICE	
Breakfast	free
Lunch	.50
FULL PRICE	
Breakfast	free
Lunch	2.60
EXTRA MILK	.60

C. MEAL SUBSTITUTIONS FOR MEDICAL OR SPECIAL DIETARY REASONS

USDA Regulation 7 CFR Part 15b requires substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when that need is supported by a signed statement from a licensed physician.

In Cases of Food Allergy

- Generally, children with food allergies or intolerances do not have a disability as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA, and the school food service may, but is not required to, make food substitutions for them. However, when in the licensed physician's assessment, food allergies may result in severe, life-threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability", and the substitutions prescribed by the licensed physician must be made.
- School food service may make food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Such determinations are only made on a case-by-case basis. This provision covers those children who have food intolerances or allergies, but do not have life-threatening reactions (anaphylactic reactions) when exposed to the food(s) to which they have problems.

Medical Statement for Children with Special Dietary Needs

Each special dietary request must be supported by a statement explaining the requested food substitution and must be signed by a recognized medical authority. The medical statement must include:

- An identification of the medical or other special dietary condition which restricts the child's diet;
- The food or foods to be omitted from the child's diet; and
- The food or choice of foods to be substituted.

If we do not receive a medical statement from a recognized medical authority, your child will receive a regular lunch tray. Medical statements completed by parents or guardians will not be accepted.

D. DISTRICT WELLNESS NUTRITION STANDARDS

The Board of Education approved the following nutrition standards on April 18, 2006. Policy/Regulation 2750 can be found on the district website at www.central3.org. Select your child's school building and then click on the Wellness Information link.

To ensure the safety of students and others, the distribution of foods prepared for parties, snacks, and other scheduled activities at school will be restricted to commercially prepared, ready-to-eat, packaged foods.

Students are prohibited from taking outside drinks to their classrooms, and outside food or drinks cannot be delivered to students during the school day. Energy drinks, explicitly, are not allowed at West campus.

*Ask your teacher if your class has any students with allergies.

HEALTH POLICIES

Health Screening:

General Health Screenings will be performed by the school nurse, with assistance from Mineral Area Nursing students.

2023-2024 Missouri School Immunization Requirements

- All students must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending school. Missouri State Amendment 19 CSR 20-28.010
- The Advisory Committee on Immunization Practices allows a 4-day grace period. Students in all grade levels may receive immunizations up to four days before the due date.
- For children beginning kindergarten during or after the 2003-04 school year, required immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule.

For more information/requirements see:

<https://health.mo.gov/living/wellness/immunizations/schoolrequirements.php>

Administering Medications to Students

If a child is required to take medication during school hours the school nurse and/or Principal's designee will administer the medication in compliance with the regulations that follow:

Prescription Drugs

1. The medication shall be in the original container labeled with the Physician's prescription.
2. The prescription medication must be accompanied by a letter/fax from the prescribing doctor indicating that the medication be given during school hours.
3. A parent must transport the medication to school. Medicine *cannot* be sent on the bus.

An authorized prescriber may recommend that an individual student with a chronic health condition, such as asthma or other potentially life-threatening respiratory illness, assume responsibility for his or her own medication as part of learning self-care. These students may self-administer medications, such as through the use of a metered-dose inhaler, provided that the conditions set forth in state law and board policy have been met.

Non-Prescription Drugs

The administration of over-the-counter drugs requires the district form for over the counter medicines be completed by the parent/guardian prior to administering medications. For all medications administered, the school nurse or designee must maintain documentation. Non-prescription medication must be administered according to the specific directions outlined on the manufacturer's label and pursuant to established district administrative procedures. Topical

over-the-counter medications are used for standard first aid and will be provided by the nurse and/or designee.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The District shall provide secure, locked storage to prevent diversion, misuse, or ingestion by another individual.

Injury at School

The school attempts to provide an environment in which the child will be safe from accidents and injuries. The District will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured.

Emergency cards MUST BE returned to school; otherwise, it is very difficult to provide immediate action in an emergency. Phone numbers must be up to date and accurate.

Illness

If a child becomes ill at school, parents or a person designated by the parents will be called and asked to make arrangements for the care of the sick child. If the child is picked up from school by the parent, the parent must check the student out of school with the office. ***Children who have symptoms of illness such as temperature equal to or higher than 100.4 F, vomiting, etc. should not be sent to school. Students should be symptom free (no fever, vomiting, diarrhea, etc.) without the use of medicine for 24 hours before returning to school.***

Regulations for Communicable Diseases

Children with contagious or infectious diseases will be excluded from school for the period of time they are liable to transmit the disease to others. Building administrators employed by the District may require an examination by a physician to determine the diseased condition, or the liability of transmitting the disease. Statutory authority for such action is found in Section 167.191 RSMo Prevention and Control of Communicable Diseases Department of Social Services MISSOURI DIVISION OF HEALTH Jefferson City, Missouri MCH 16-S3v. 12/78

Please refer to the link listed here for the period of exclusion for contagious and infectious diseases.
<https://www.cdc.gov/flu/prevent/vaccinations.htm>

Head Lice Policy

The continued discovery of pediculosis (head lice) on the heads of some children in the Central R-3 School District indicates that a clear and workable policy needs to be in effect in order to control the spreading of head lice at school. The following will be implemented:

R 2836 Head Lice and Nits

PURPOSE: For the protection of all students, Central R-III School District has a “No Nit” Policy. A child who is infected with head lice or nits (head lice eggs which attach to the shaft of the hair) may not return to school until head lice has been treated and all nits have been removed.

1. There will be two school wide head checks conducted at Central and West Elementary Schools annually. Random checks will be conducted as needed at all schools.
2. If the student’s parent or guardian finds nits or head lice, the parent or guardian will contact the building nurse, administrator or teacher immediately.
3. Should any student be determined to have lice or nits, the following procedures will be taken:
 - 1) The student’s parent/guardian will be immediately contacted, the student will be excluded from school and placed in the custody of the parent/guardian. If a parent/guardian cannot be contacted immediately, the student will be kept in a designated area until parent/guardian contact can be made. The parent/guardian will be given proper notification of the results of the check, along with a copy of the procedures that are required prior to the student’s re-entry into the school.
 - 2) If a student has been found to have head lice, a school official will examine siblings and any student or students that the child has been in close contact with that also attend Central R-III School District. The same procedures will be followed if they are found to have nits.
 - 3) The parent/guardian will be presented with the information regarding treatment, resources and prevention of lice and nits. If the student is absent more than three days, a school representative will contact the family. Juvenile and/or Social Services officials may also be contacted as deemed necessary.
 - 4) The student will be checked by school personnel before re-admission. If the student is found to still have nits, the student will be sent home again. Should no nits or lice be found, the student should be immediately re-admitted to the school and classroom.
 - 5) It is not the practice of the Central R-3 School district to transport students with head lice or nits. Parents of students identified as having head lice or nits will be required to pick their child up from school and return them to school after treatment. Only after receiving clearance from the nurse will students be permitted to ride district transportation.

STUDENT INSURANCE

Student accident insurance is available on an optional basis. The insurance is offered to students by an agency outside of the school district. There are several program options. This information may be found at the following web address: <https://markel.sevencorners.com/>

EMERGENCY PROCEDURES

To the extent possible, the emergency plan for the Central School District provides for the safety of and adequate supervision of all students during an emergency. Each elementary school has a written emergency plan that they follow in case of fire, tornado, earthquake, or intruder alerts. Members of the staff have a copy of the procedures to be followed and have been instructed in this procedure. Practice drills are held periodically so each child will know what to do in case of an emergency.

In time of an emergency, parents are asked to refrain from calling the school since the telephone lines may be needed for emergency calls. Parents should also refrain from picking up their children at school during emergencies. Such action causes traffic congestion and could further complicate the problem. If circumstances warrant, students will be dismissed and buses will run as soon as this can be accomplished safely. During an emergency, parents should listen to the following radio stations: KFMO, KTJJ, B104, or KREI. A district announcements will be made using our automated communication system via phone call and/or text.

SCHOOL CLOSINGS

Whenever there appears to be doubt as to whether school will be in session because of severe weather conditions, the following radio stations will be notified:

KTJJ dial	98.5	KREI dial	800 AM
KFMO dial	1240 AM	B104 dial	104.3 FM

Announcements concerning school closings will be made as soon as possible. Please avoid calling the school for closing information as such calls tie up phone lines, and many times the office personnel will not have the information any sooner than the radio stations.

For all school closings, parents will be notified using the Blackboard connect automated calling system. This calling system contacts parents via telephone messages, giving notice regarding inclement weather and school closings.

SCHOOL/COMMUNITY RELATIONS

Prior to being left alone with students at school or school activities, screened volunteers must have a clear criminal records check from the State Highway Patrol and Federal Bureau of Investigation. For more information on this process, you may request directions and an application from the office.

Non-Screened Volunteers: Non-screened volunteers are those individuals who are not left alone with students at school or school activities. For these volunteers, they must complete and receive approval from a background/records check before volunteering at the school. The application for this is also available in the office at school. The District serves the right to deny individual applicants where the best interests of the educational program are served.

Visitors to Schools

All visitors shall report to the office upon entering the building so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

Students dismissed earlier in one school than others are not permitted to be on the grounds of any other school in the District unless it is part of the district transportation system.

All persons who do not obtain permission from the principal's office to visit the school, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities without the written permission of the Superintendent. If permission is granted for a specific event or events, the Superintendent will notify the principal, where the sex offender will be present.

BIRTHDAY PARTIES AND PERSONAL INVITATIONS

To avoid hurt feelings and unnecessary confusion at school, we would ask that students not use the school as a place to distribute party invitations. Please use the mail or the phone to invite friends to a party. Your cooperation will be appreciated.

If parents wish to bring snacks to school in recognition of a student's birthday, this should be discussed in advance with the classroom teacher. Snacks must comply with School Board policy. Classroom allergies should be discussed with the classroom teacher.

SCHOOL PARTIES

Classroom parties will be scheduled throughout the school year. At West Elementary, teachers usually rotate classrooms with peer teachers and the parties are staffed with West Elementary employees. If the teachers need extra assistance from parent volunteers, the classroom teacher will reach out.

Oct.- Homecoming -- Homecoming is celebrated with stations and activities.

Dec. - Christmas Celebration - Christmas is celebrated on the last day of school prior to the Christmas break.

Feb. - Valentine Celebration – Students will exchange Valentine cards on this day. Parents are asked to provide a Valentine card for each student in your child’s classroom.

May - MAP Reward--Students have a special field day to celebrate the successful state testing requirement.

FIELD TRIPS

Student field trips will be taken periodically throughout the school year. These trips are taken in conjunction with school-related learning activities, cultural experiences, and skill development. Parents will be notified about field trips and asked to sign a permission slip. No student will be able to participate in a field trip unless a permission slip is signed by the parent.

Field trips are for the benefit of students attending West Elementary. **All parents** who are selected to accompany the classroom on field trips as a chaperone must complete the required background/records check(s) in order to attend. Parents planning to accompany the classroom on field trips should plan to make child care provisions for younger siblings. No siblings are invited to attend field trips.

GUIDANCE AND COUNSELING

COUNSELING SERVICES: Counselors will schedule whole class lessons and lead group counseling for specific student approach to schoolwork and responsibilities. West Elementary provides counseling services to all students on campus. Counseling services are delivered to students through four main types of activities:

1. GUIDANCE CURRICULUM—the guidance curriculum consists of structured developmental experiences presented systematically through classroom activities. The guidance curriculum is organized around three areas of learning: (1) Academic Strategies; (2)

Career Exploration; (3) Social/Emotional Development

2. INDIVIDUAL PLANNING— Individual Planning activities help all students to plan, monitor, and manage their own learning, as well as their person and career development. Individual Planning is implemented through such strategies as Individual Appraisal, Individual Assessment, and Placement.

3. **RESPONSIVE SERVICES**— Responsive services and activities that meet immediate needs and concerns of students. These needs or concerns may require counseling, consultation, referral or information.

4. **SYSTEMS SUPPORT**—Systems Support consists of management activities that establish, maintain, and enhance that total guidance program. These activities may take the form of professional development, staff and community relations, and serving on school committees among others.

WEST ELEMENTARY STUDENT REGULATIONS AND PROCEDURES

1. ***Supervision begins at 7:10 a.m. in the cafeteria only. Parents or guardians who bring their students to school should do so no earlier than 7:10 a.m.*** 2. Students are expected to obey the school district discipline code without question.

3. A student is not to endanger or hinder the health, safety, well-being or education of himself or another student.
4. Upon arrival at school, and prior to 7:25 a.m., all students will go directly to the cafeteria for breakfast or designated areas for their grade level.
5. Bicycles are to be placed in the bicycle rack and secured immediately on arrival at school.
6. Students who must go to a location other than their regular bus drop-off point after school need to have a written note signed by a parent requesting the change and submitted to the office or the request should be made via phone call to the school secretary. **DO NOT EMAIL or TEXT teachers with this information.**
7. A student may remain inside at recess times for health reasons if he/she has a note signed by a physician.
8. Students are to walk quietly in the buildings at all times.
9. Students are to use restrooms for their proper purpose and help to keep them clean.
10. Students are discouraged from having or using chewing gum at school.
11. Toys may be brought to school only if they are a part of a specific lesson or unit 12. According to school district policy, NO weapons, including knives, sharp objects, guns (including toy guns), multi-function pliers or tools may be brought to school.
13. Play balls will be provided for activities at school. It is not necessary to bring play balls from home.
14. Skateboards are not allowed at school.
15. Roller blades are not to be worn at school. Students roller blading to and from school should change into street shoes while on school grounds.
16. Shoes containing wheels or retractable wheels should not be worn while on school grounds. These present a safety hazard, particularly on the stairs.
17. Any outside drinks must be consumed in the cafeteria at breakfast, and students will not be allowed to take outside drinks with them to the classroom, store them in their backpacks, etc. In addition, no outside food and/or drinks can be delivered to students during the school day. Energy drinks are not allowed on campus.

STUDENT DRESS

The Purpose of the West Elementary School dress code is to ensure that all students are able to attend school in an environment that is free from the distractions of inappropriately clothed students. Although the information given below details items that are not allowed, the teachers

and the Administration reserve the right to determine that other items not listed here are causing interference to the educational process and, therefore, shall not be allowed.

The appearance of any student is primarily the responsibility of that student and the parent. Students' dress and appearance are required to be of such character as not to disrupt nor distract from the instructional procedures of the school. Students are to wear clothing which is clean and safe. Shoes must be worn at all times. Shoes with retractable roller skates should not be worn because of safety issues. Clothing that is revealing or suggestive may not be worn. Summer tops should have straps for both shoulders and should extend to the waist. Tube tops, halter tops, midriff and see-through clothing are all considered inappropriate for school. Hats and caps may not be worn in the building. Sunglasses and dark glasses, unless prescription, are considered inappropriate attire. Clothing with offensive language, suggestive messages, pictures of illegal substances, alcoholic beverages or tobacco products will not be tolerated at school. A verbal warning will be given the first time, and the student will be required to change. The second incident will result in disciplinary action.

For P.E. safety, please make sure your child has tennis shoes on PE days.

GENERAL DISCIPLINARY ACTIONS AND PROCEDURES

All school personnel have the responsibility to instruct, guide and supervise students during school and school-sponsored activities with the objectives of promoting positive learning experiences and responding effectively to unacceptable student behavior. Proper instruction and supervision is everyone's responsibility and, in large measure, will produce good student behavior. It is our hope that by fostering and encouraging self-discipline within each child, our students will be more successful, enhance their sense of security, their self-concept, and personal worth. To this end, our discipline plan is truly **character education** for all students.

Disciplinary actions from designated personnel for behavior violations can be expected. The discipline policies apply at all times while students are on school premises, on school transportation, or at any activity under the supervision of the school, even though the activity may be at another location, such as a school field trip.

While it is impossible to list every problem which might interfere with the smooth operation of the school, most types of school discipline issues have been included in this handbook.

Conferences, loss of privileges to participate and/or attend activities, detentions, alternative educational placement, and out-of-school suspensions are effective means for changing student behavior. These actions are often necessary in order to maintain a safe and orderly environment in school. Parents will receive notification of disciplinary actions. The school district reserves the right to contact the police and file a report whenever it is deemed appropriate. Note: All requirements and procedures will be followed for students who have Individual Education Plans (IEP) under IDEA or 504.

CELL PHONES

Students are not allowed to use or have cell phones, smart watches, personal devices, etc during the school day unless directed to by their teachers.

Students in violation will have their cell phone confiscated on the **first offense** and have the phone returned at the end of the school day. On the **second offense**, the cell phone will be confiscated until a parent/guardian picks it up. For the **third and all subsequent offenses**, the student will not be allowed to have a phone at school for the remainder of the semester and/or school year. Subsequent offenses will result in ISS or OSS. Student refusal to turn over a cell phone will be considered insubordination.

We recommend that students do not bring personal electronic devices to school, especially valuable items such as AirPods or cell phones. If students choose to bring these devices, the school district will not be responsible for their loss, damage, or theft. Students bring these items at their own risk. School staff will not be expected to conduct extensive investigations to locate lost or stolen personal electronic devices.

Students who record or photograph other students or staff members using an electronic device without explicit permission will be subject to disciplinary action. This will be addressed more severely if the material is shared with others or posted/displayed publicly on social media.

Students who premeditatively record disciplinary infractions, such as fighting or vaping, on school grounds will be subject to disciplinary action.

Sharing vulgar and/or pornographic images, or links to such images/material/content, via any electronic device may result in not only disciplinary action but also potential law enforcement involvement.

Vaping

Vaping has become a serious problem in schools over the past several years. Students who are suspected of vaping or having been in possession of a vape are subject to search at any time. Students who are found “hanging out” in a group at a time when a vape is being used or passed around will be subject to disciplinary actions. Students are encouraged to immediately leave a group they are in if a vape is present. Vapes found at school will be confiscated and not returned.

1st Offense: 3-5 days ISS; 3-5 days OSS; juvenile referral
Subsequent offenses: 3-180 days OSS; alternative school placement; juvenile referral

The School Resource Officer will be notified of vaping offenses and may decide to test the vape for THC or other substances, which could lead to more severe disciplinary action.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any offense that constitutes a "serious violation of the district's discipline policy" must be documented in the student's discipline record in accordance with law. A serious violation of the district's discipline policy is defined as one (1) or more of the following acts if committed by a student enrolled in the district:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten (10) school days.

Prohibited from being on or near School Property during Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the superintendent or designee.

Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the district unless one (1) of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing, to the principal of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a public school in the district.
4. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates this prohibition he or she may be suspended or expelled in accordance with the offense.

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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School/Community Relations

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to District students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials and as otherwise provided in this policy. As used in this policy, the phrase *school premises* includes all District buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School District property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion as provided in Policy and Regulation 2620 - Firearms and Weapons in School. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school district property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

School Protection Officers

Notwithstanding provisions to the contrary in this Policy, the District may designate one or more school teachers or administrators as school protection officers. School protection officers are authorized to carry a concealed firearm or self-defense spray device.

Prior to designating such officers, the Board will conduct a public hearing on the initiation of such Program. Notice must be given in a publication of general circulation in the city or court in which the District is located at least fifteen (15) days before the hearing. However, the Board may meet in closed session to determine whether to allow a school protection officer to carry a concealed firearm or self-defense spray device and to protect the School Protection Officer's identity.

Those employees seeking to be designated as a school protection officer must make a written request to the Superintendent along with proof of ownership of a valid concealed carry endorsement or permit. All teachers and administrators seeking designation as a school protection officer shall submit a certificate of school protection officer training program completed from a training program approved by the Director of Public Safety. If the District designates a school protection officer, the District must notify the Director of Public Safety of:

1. Full name, date of birth and address of the officer;
2. The name of the school district; and
3. The date such person was designated as a school protection officer.

Such identity information will not be considered public information under the State's Sunshine Law.

Such school protection officers will not be permitted to allow any firearm or device out of their personal control, while the firearm or device is on school property. Violation of this provision will subject the offending officer to termination proceedings

Discipline**Student Use of Tobacco, Alcohol and Drugs****Smoking**

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.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct, as well as the possession of drug paraphernalia, is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20)(c)(iv), a student with a 504/ADA disability who is currently engaging in the illegal use of alcohol or drugs is not considered a student with a disability under those laws and the District, may take disciplinary action – to the same extent that disciplinary action is taken against nondisabled students – in relation to that use or possession of alcohol or drugs. In such cases, the due process procedures contained in the Section 504 regulations will not apply to protect those students. This provision does not apply to students who are identified as disabled under the Individuals with Disabilities Education Act. However, school personnel may remove an IDEA disabled student to an interim alternative educational setting for not more than 45 school days without regard to whether that student’s behavior is a manifestation of his/her disability where that student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the District’s jurisdiction. “Illegal drug,” as it pertains to the discipline of IDEA students, means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority.

The determination of whether or not a student is under the influence of alcohol or a controlled substance is based upon a variety of information including but not limited to, physical appearances, speech patterns, and witnesses’ statements. While not required, District administrators may request a student suspected of alcohol use to submit to a Breathalyzer. Conduct that includes possession of or use of alcohol or controlled substances as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

CBD Products

Due to the lack of consistency in labeling related to the potency of many CBD and similar products; due to the lack of research into the long-term effects of these products; and due to the overriding concern for the health and safety of District students, CBD and similar products are prohibited on school premises and at school related activities. Penalties for violations of this policy will be consistent with the penalties for alcohol and drug possession.

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STUDENTS

Policy 2150
(Form 2150)

Nondiscrimination and Student Rights**Searches by School Personnel**

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted.

Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

MISSOURI SAFE SCHOOLS ACT

It is the policy of the Central R-III School District to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

For the purpose of this section the terms "weapon" will mean firearm as defined under 18U.S.C.921 the following items, as defined in Section 571.010 RSMo: a blackjack, a concealed firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon, a rifle, a shotgun, a spring gun, or a switchblade knife. This definition will include the weapons defined in this section but also may include other weapons.

***Acts of Violence** will be defined as, but not limited to, exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities.

*The Safe Schools Act contains the following consequences for failure to obey the standards of conduct set forth in the act. "The policy will provide for a suspension for a period of not less than one year, or expulsion, for a student who is determined to have brought a weapon to school in violation of district policy, except that (1) The Superintendent, or in a school district with no high school, the principal of the school which such child attends may modify such suspension on a case-by-case basis, and (2) This section will not prevent the school district from providing educational services in an alternative setting to a student suspended under the provisions of this section."

***Due Process**; Students' rights in school discipline are governed by state and federal law. By state statute, students are guaranteed certain rights prior to a disciplinary suspension. Section 167.171 RSMo provides for the following rights:

1. The right to oral or written notice of charges
2. If charges are denied, the right to an oral or written explanation of the facts supporting the charges
3. The right to present the student's own version of the incident
4. The right to a hearing before the Board if the suspension imposed is to last more than ten days
5. The right to reinstatement pending Board hearing unless, in the judgment of the superintendent, the presence poses a "continuing danger to the persons or property or an ongoing threat of disrupting the academic process.

Policy
2785
(Regulation 2785)
(Form 2785)

Student Welfare

Student Suicide Awareness

This policy and the accompanying regulation reflects the District’s commitment to maintaining a safe environment to protect the health, safety and welfare of students. The corresponding regulation for this policy outlines key protocol and procedures for this District in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo. This policy and corresponding regulation will go into effect no later than July 1, 2018.

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INSTRUCTIONAL SERVICES
6190

Policy
(Regulation 6190)

Curriculum Services

Virtual Education

The District will participate in the Missouri Course Access and Virtual School Program (“Program”). The Program offers District students the opportunity to enroll in virtual school courses in a variety of grade level and content areas from Kindergarten through grade 12. The District may elect to offer specific courses as part of the program. Any on-line courses or virtual programs offered by the District prior to August 18, 2018 will be automatically approved for program participation, where the District course meets program requirements.

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Students and families that are interested in virtual coursework should contact the student's Principal and inquire about the Missouri Course Access Program (MOCAP). The enrollment period will be ten (10) school days prior to each semester. Students who fail to timely enroll will be permitted to apply the next semester. New students enrolling during the school year will have five (5) school days from school enrollment to apply for a program course. MOCAP offers virtual online courses for students statewide. Students can take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week.

Trauma-Informed Schools Initiative

Parents and guardians seeking information regarding information on Trauma-Informed Schools Initiative can visit the website located at: <http://dese.mo.gov/traumainformed>

PERSONNEL SERVICES

Policy 4650

Performance Evaluations

Communication with Students by Electronic Media

Employee personal communication with students, in all forms including oral and nonverbal shall be appropriate and consistent with Board policy. Personal communication shall be deemed to be inappropriate if such communication is sexual in nature; is sexually suggestive; suggests romantic activity with student or students; or is otherwise inconsistent with Board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employee's communication with students and/or teacher's electronic media must be made available to the student's parents/guardians. While the employee need not notify their building principal of the content of the electronic communication, the employee must notify the principal, in writing, of the date and time of the communication and the identity of the student with whom communication occurred. Such notification is not required where the communication is between the teacher and his/her children or siblings. When communicating via email, the district will keep an archived copy of the communication for not less than seven years.

The District does not have sufficient staff to monitor every communication between employees and students and does not, therefore, commit to monitoring such communication. Nonetheless, where there is reason to believe that an employee has inappropriately communicated with a student(s) they may require the teacher to provide access to the specific communication in question.

The District will provide official electronic media which may be utilized by employees for communication with students for dissemination of school related information (i.e. homework, practice schedules, supplemental instructional material.)

Central R-3 School District Notice of Nondiscrimination

The District is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. In accordance with law, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law in its programs and activities. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture (USDA Food and Nutrition Service).

The following person has been designated as the District's Compliance Officer to handle inquiries or complaints regarding the District's non-discrimination policies:

Mr. Dereck Wilson
200 High Street
Park Hills, MO 63601
573-431-2616 ext 5111

For information regarding how to report a claim of discrimination, harassment, or retaliation, see Board of Education Regulation 1300. Policy and Regulation 1300 shall govern all complaints and concerns by parents, patrons, employees, or students of the District related to discrimination, harassment, or retaliation on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law.

PUBLIC NOTICE

Central R-3 School District has taken necessary steps to comply with the Asbestos-Containing Materials in Schools Final Rule. This Rule was promulgated under authority of the Asbestos Hazard Emergency Response Act, Title II of TSCA. The District Management Plan is available at the Superintendent's Office, 200 High Street Park Hills, MO. Building management plans are also available in the principal's office at each campus. Inquiries regarding the management plan may be directed to Dr. Ashley McMillian or the United States Environmental Protection Agency.

SEXUAL HARASSMENT

It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. It shall be a violation for any employee of the Central R-3 school District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of the policy for any person who is not an employee or student of the Central R-3 School District to harass a staff member or students of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

Standards for Privacy

The following overview provides information regarding the *Standards for Privacy of Individually Identifiable Health Information* (the Privacy Rule), promulgated by the Department of Health and Human Services (HHS).

OCR HIPAA Privacy, December 3, 2002; Revised April 3, 2003 [45 CFE 164.512(b)]

The Privacy Rule permits covered entities to disclose protected health information, without authorization, to public health authorities who are legally authorized to receive such reports for the purpose of preventing or controlling disease, injury, or disability.

OCR HIPAA Privacy, December 3, 2002; Revised April 3, 2003
[45 CFE Part 160 and Subparts A and E of Part 164]

The Privacy Rule permits certain incidental uses and disclosures of protected health information to occur when the covered entity has in place reasonable safeguards and minimum necessary policies and procedures to protect an individual's privacy. Covered entities must implement reasonable minimum necessary policies and procedures that limit how much protected health information is used, disclosed, and requested for certain purposes.

The Privacy Rule permits certain incidental uses and disclosures that occur as a by-product of another permissible or required use or disclosure, as long as the covered entity has applied reasonable safeguards and implemented the minimum necessary standard, where applicable, with respect to the primary use or disclosure.

**Missouri Department of Elementary and Secondary Education
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).

Missouri Department of Elementary and Secondary Education

**Complaint Procedures for ESSA Programs
Table of Contents**

General Information

1. What is a complaint under ESSA?
2. Who may file a complaint?
3. How can a complaint be filed?

Complaints filed with LEA

4. How will a complaint filed with the LEA be investigated?
5. What happens if a complaint is not resolved at the local level (LEA)?

Complaints filed with the Department

6. How can a complaint be filed with the Department?
7. How will a complaint filed with the Department be investigated?
8. How are complaints related to equitable services to nonpublic school children handled differently?

Appeals

9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)?

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of

the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

GENERAL ADMINISTRATION Regulation 1621 (Form 1621) Private, State and Federal Programs Administration

Title I

The responsibility for implementation of the Title I policy is shared between the Title I Director and each building principal. The designation of these duties is described below.

Title I Staff and Parent Responsibilities

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.
2. Provide letters to parents regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
3. Provide an orientation meeting for parents each school year before the end of the first quarter.
4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
7. Offer workshops for parents on how to help assist in the instruction of their children.
8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as, meeting minutes will be maintained by the District.

9. Send data regarding year-end Title I program evaluation results to all parents.
10. Invite parents to and include parents in Title I program review team meetings.
11. Notify parents regarding the professional qualifications of their student's classroom teachers.

Regulation 1621

Page 2 Title I Staff Qualifications

Teachers

Title I teachers hired after the first day of school for 2002-2003 must meet the following qualifications:

1. Have obtained full state certification as a teacher.
2. Hold at least a bachelor's degree.
3. Elementary teachers - have demonstrated subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.
4. Secondary teachers - have demonstrated a high level of competency in each of the academic subjects that they teach.

Title I teachers hired prior to 2002-2003 must meet the same qualifications by the end of 2005-2006.

Paraprofessionals

Title I paraprofessionals hired after January 8, 2002, must have a secondary school diploma or a GED and meet one of the following qualifications:

1. Completed at least two (2) years of study at an institution of higher education, or
2. Obtained an associate's (or higher) degree, or
3. Have demonstrated knowledge of, and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness, as appropriate.

Title I paraprofessionals hired prior to January 8, 2002, must meet the above qualifications by January 8, 2006. Exceptions to these qualifications would apply to those Title I paraprofessionals

who primarily serve as translators or whose duties consist solely of conducting parental involvement activities.

Title I Building Level Responsibilities

Each Title I building administrator will invite all parents to attend their school's program planning meetings, school review and improvement meetings.

Regulation 1621

Page 3 Title I

teachers will provide parents with quarterly written reports on the progress of their children, so that parents can know the extent to which they are learning. Teachers will be available for individual conferences at the regularly scheduled District Parent/Teacher Conference dates and at other times by appointment through each building office. Meeting times will take into account the need to accommodate a variety of parent work schedules.

Through these reports and conferences, Title I teachers will provide parents with the results of evaluations of student progress. These evaluations will include, but will not be limited to, test results, measurements of homework turned in, homework completed, student attitudes and student behavior.

Each Title I school will:

1. Design and sponsor activities to address the needs of children which are unmet due to the absence of one parent.
2. Design types of parent involvement that do not involve being at school, such as helping teachers by assembling materials at home for use in classroom activities.
3. Offer opportunities and materials for parents to participate in classroom activities.

Parent Notification of Teacher Qualifications

At the beginning of each school year, the District will notify the parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

3. Whether the child is provided services by paraprofessionals and, if so, their qualifications; and
4. What baccalaureate degree major and any other graduate certification or degree is held by the teacher, and the field of discipline of the certification or degree.

Regulation 1621
Page 4

In addition to the information that parents may request, the District will provide to each individual parent:

1. Information on achievement level of the parent's child in each of the state academic assessments as required under this part; and
2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Requests by parents for this information must be provided in a timely manner.

Title I Grievance Procedure

This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal No Child Left Behind Act (NCLB) including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).

A formal complaint may be filed by parents, member of the public, teachers, or other District employees. Complaints must be in writing; must be signed by the complainant; and must include facts, including documentary evidence that supports the complaint and the specific requirement, statute, or regulation alleged to have been violated.

All complaints must be filed with the Superintendent or Superintendent's designee and will be addressed in a prompt and courteous manner.

1. The District will notify the Commission of Elementary and Secondary Education (DESE) within fifteen (15) days of receipt of the complaint.
2. The District will investigate and process the complaint within thirty (30) days of receipt of the complaint.
3. The complaint findings and resolutions will be disseminated to all parties and to the Board of Education.

4. If dissatisfied with the District's determination, complainant may appeal to DESE within fifteen (15) days of receipt of the District's determination.

Central R-3 School District - West Elementary

403 W. Fite St.
Park Hills, MO 63601
573-431-2616 ext. 2

Mr. Ryan Ruble
Principal

Mrs. Rikki Boyd
Assistant Principal

NOTIFICATION OF TEACHER QUALIFICATIONS

Dear Parent or Guardian:

The Central R-3 School District is required to inform you of certain 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 the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that you may request, the District will provide to you individually:

- Information on the achievement level of your child in each of the state academic assessments as required under this part; and
- Timely notice that your child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Central R-3 School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Central R-3 School District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Central R-3 School District to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for physical education activities, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the Central R-3 School District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by August 26, 2022. Central R-3 School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- | | |
|--------------------------|----------------------------------|
| -Student’s name | -Participation in officially |
| -Address | recognized activities and sports |
| -Telephone listing | -Weight and height of members of |
| | athletic teams |
| -Electronic mail address | -Degrees, honors, and awards |
| -Photograph | received |
| -Date and place of birth | -The most recent educational |
| -Major field of study | agency or institution attended |
| -Dates of attendance - | |
| Grade level | |

STUDENTS

Student Educational Records

FERPA Educational Rights Annual Notification

Each year the Central R3 School District is required to give notice of the various rights accorded to parents or students pursuant to the Family Educational Rights and Privacy Act (FERPA). Parents and students have a right to be notified and informed. In accordance with FERPA, you are notified of the following:

RIGHT TO INSPECT: You have the right to review and inspect substantially all of your education records maintained by or at this institution.

RIGHT TO PREVENT DISCLOSURES: You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

RIGHT TO REQUEST AMENDMENT : You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the education records according to your request.

RIGHT TO COMPLAIN TO FERPA OFFICE : You have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D. C., 20202-4605, concerning the Central R3 School District's failure to comply with FERPA.

RIGHT TO OBTAIN POLICY: You have the right to obtain a copy of the written policy adopted by the Board of Education of the Central R3 School District in compliance with FERPA. A copy may be obtained in person or by mail from: Dr. Ashley McMillian, Superintendent, 200 High Street Park Hills, MO 63601, 573-431-2616.

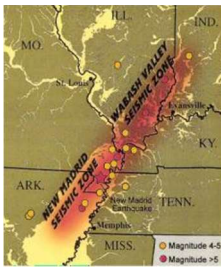
Earthquake Safety for Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local

minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.



A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S.

Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.
Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

Eliminate Hazards

- Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.

- Bolt bookcases, china cabinets and other tall furniture to wall studs.
- Install strong latches on cupboards.
- Strap the water heater to wall studs.

Prepare a Disaster Supplies Kit for Home and Car

- First aid kit and essential medications.
- Canned food and can opener.
- At least three gallons of water per person.
- Protective clothing, rainwear, and bedding or sleeping bags.
- Battery-powered radio, flashlight, and extra batteries.
- Special items for infant, elderly, or disabled family members.
- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.) - Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it is leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

I have reviewed a copy of the West Elementary School Handbook for 2025-2026. The handbook will be downloaded to my Chromebook and is available online at www.centralr3.org. I understand that the handbook contains information that my child

and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

PARENTAL ACKNOWLEDGEMENT: I hereby acknowledge

SCHOOL-SPONSORED TRIP

I give my permission for my young adult to take all school-sponsored academic, athletic, and extra-curricular trips during the 2024-2025 school year with school approved transportation. **PARENTAL PERMISSION:**

I hereby give my permission

I hereby do not give my permission

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY (AUP) AGREEMENT & CHROMEBOOK USER AGREEMENT

Windows username will be first initial, middle initial, and last name (No spaces or capitalization). Password will be lunch PIN. Google username will be lastnamefirstname@centralr3.org (No spaces or capitalization). Password will be first and last initial followed by lunch PIN.

I have read the “High School and Middle School Student Technology All In One” document found at centralr3.org under “departments,” technology,” “students,” and agree. **PARENTAL PERMISSION:**

I hereby give my permission

I hereby do not give my permission

PHOTO/NAME/MEDIA/WEB PERMISSION NOTICE We request your permission to publish student’s names, pictures or work on our website, school newspaper and yearbook. **PARENTAL PERMISSION:**

I hereby give my permission

I hereby do not give my permission

(Student Printed Name)

(Student Signature)

(Parent Signature)

(Date)