

FESTUS ELEMENTARY SCHOOL

Festus R-VI School District



PARENT-STUDENT HANDBOOK

2014 Missouri Gold Star School

2014 National Blue Ribbon School

***"Doing Whatever It Takes To Build Strong Foundations To Promote A
Lifetime Of Learning"***

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Dear Parents and Students,

This handbook is intended to help you become familiar with Festus Elementary School and the Festus R-VI School District. On the following pages you will find information regarding important phone numbers, the goals of the district, and the mission and vision of the Elementary School. In addition, as you refer to the Table of Contents, you will find detailed information about the daily operation of the building.

Our goal at Festus Elementary is to provide students with a quality education that impacts their lives. We, the staff, are never satisfied with the status quo. We are constantly looking for ways to improve the education provided here at Festus Elementary.

The teachers and staff of this building work on a daily basis to ensure that the students of this building feel safe and secure. We work with parents to mold students into caring and responsible citizens who are constantly striving to be the best they can be. In order to accomplish this, the building has implemented Positive Behavior Supports (PBS). PBS is a systematic approach to teaching students, in a positive way, the expectations for daily functioning in all settings and situations at school. Our three main rules are **Be Safe, Be Respectful, and Be Responsible.**

We look forward to working with you and moving this building forward so all students are provided a quality education and can become lifelong learners.

You are welcome to call or stop by the office at any time.

Sincerely,
The Staff of Festus Elementary School

Festus R-VI School District Policy of Non-Discrimination

It is the policy of the **Festus R-VI School District** not to discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1965, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Inquiries, related to R-VI programs and to the location of district services, activities, and facilities that are accessible to and usable by persons with disabilities may be directed to the Assistant Superintendent – Civil Rights Compliance (Title VI/Title IX/Section 504/ADA/Age Act): 1500 Mid-Meadow Lane, Festus, MO 63028; Telephone: 636.937.4920; E-mail: RuessNicki@festusedu.com.

Inquiries related to the R-VI employment practices may be directed to the Roy Burnside Administrative Building; Festus R-VI School District; 1515 Mid-Meadow Lane, Festus, MO 63028; Telephone: 636.937.4920; E-mail: HolderNathan@festusedu.com. Attention: Assistant Superintendent.

Anyone attending meetings of the Festus R-VI Board of Education who requires auxiliary aids or services should request such services no later than 48 hours prior to the meeting by contacting:

Dr. Link Luttrell, Festus R-VI Superintendent
1515 Mid-Meadow Lane, Festus, MO 63028
Phone: 636.937.4920
Fax: 636.937.8925 Email: LuttrellLink@festusedu.com.

Inquiries or concerns regarding civil rights compliance may also be directed to the **Office of Civil Rights**, Kansas City Office, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; Telephone: 816.268.0550; Fax: 816.823.1404; TDD: 877.521.2172.

Additional information can be viewed at:
<http://policy.msbanet.org/festus/showpolicy.php?file=AC-C.FES>

Festus R-6 District Information and Phone Numbers

Board of Education Members:

Todd Oetting, President
Brent Abrams
Richard Fadler
Marcus Shepherd
Doug Wendel
Michael Wolk
Doreen Berezowski

Central Office Information

Roy D. Burnside Administration Building
1515 Mid-Meadow Lane
937-4920

Superintendent: Dr. Link Luttrell
Assistant Superintendent: Mr. Nathan Holder
Assistant Superintendent: Dr. Nicki Ruess
Student Services Director: Mrs. Cara Pellerin

Festus Transportation Center
937-5716

Director: Mrs. Jeanine Sabatino

Technology

Director: Mr. Josh Bauman

Staff and Student Wellness
937-4064, ext. 2346

Coordinator: Mrs. Lindsey Roth

Food Service
937-7747

Director:
Secretary: Mrs. Carla Sohn

District Web Site: www.festus.k12.mo.us

Social Media Sites:

Facebook: Festus R-VI School District
Twitter: @FestusR6

District Attendance Centers

Festus High School (Grades 9-12)
501 West Wind Drive
937-5410

Principal: Mr. Karl Shiningier
Assistant Principal: Mr. Joel Roth
Assistant Principal/Athletic Director:
Mr. Eric Allen

Festus Middle School (Grades 7-8)
1717 West Main Street
937-5417

Principal: Mr. Jacob Munoz
Assistant Principal:

Festus Intermediate School (Grades 4-6)
1501 Mid-Meadow Lane
937-4750

Principal: Mr. Spencer Kearns
Assistant Principal: Mrs. Deana Brown

Festus Elementary School (Grades K-3)

1500 Mid-Meadow Lane
Principal: Dr. Darin Siefert
Assistant Principal: Mrs. Sandra Benack
Elementary Phone Numbers:

Main Office: **937-4063**

Mrs. Tracey Koessel

Mrs. Darla Ketcherside

Fax Number: 937-7870

Counselor's Office: 937-2991

K and 2- Mrs. Angie Eisenbeis

1 and 3- Mrs. Tricia Nahlik

Nurse's Office: 937-5917

Mrs. Jessica Beard

Festus R-6 School District Mission Statement
“Educating All Children to Meet Tomorrow’s Challenges”

Festus Elementary School Mission Statement
“Building Strong Foundations to Promote a Lifetime of Learning”

Festus Elementary Vision Statement

In order to build strong foundations to promote a lifetime of learning, Festus Elementary emphasizes the following areas:

Curriculum

- The K-12 aligned curriculum will meet state standards while reflecting the school’s mission and goals.
- The curriculum will be developed collaboratively with input from teachers, parents, and staff.

Attention to Individual Students

- Students will receive the required services needed to be successful at their intellectual level.

Personnel

- All staff will work in collaborative teams (Professional Learning Communities) to implement the school’s mission and goals.
- All staff will continue to demonstrate life-long learning through the high expectations set by the building and by their commitment to ongoing professional development.

Students

- All students will accept responsibility for their learning, decisions, and actions.
- Students will give their best effort to academic achievement at their individual levels.
- Teachers and staff will instill positive character traits in each individual and will accept and embrace diversity.

Climate

- Teachers and staff will establish and maintain a supportive, safe, and nurturing environment.
- We will recognize and celebrate individual effort and achievement.

Community Partnerships

- Effective partnerships will be strengthened by a mission, vision and values developed through a school and community partnership.

Festus Elementary School Lunch Program: A letter from the Food Service Director

Dear Parents,

Welcome to Festus Elementary School. For your convenience the food service department uses a computerized system to monitor your child’s lunch account. Please place your child’s lunch money in an envelope with your child’s name, grade and amount of money enclosed printed on the envelope. Money must be in an envelope to be turned in. You can also utilize the school’s online payment system (see below for more information). Breakfast/lunch money needs to be turned in at the beginning of the day. In grades K- 1st your child’s teacher will give your child their lunch card each day they eat school lunch. The students will give their card to the food service cashier each day as they come through the line. If your child loses or destroys their card they will have to pay \$1.00 for a new one. In grades 2nd -3rd your child will be given a PIN ID, which they will type in each day as they come through the line. As the student enters their PIN ID their account with their photo ID will come up on the computer screen. For your convenience you may deposit any amount of money you wish into your child’s account. If your child would like to purchase only milk, you may pay for this a week or more at a time. As your child comes through the line, the cashier will charge their account for the meal they are eating. The computerized program will deduct from their account the price of the tray and or á la carte items they are eating. Students must have a positive balance in their account to purchase á la carte items. If your child receives free or reduced meals, the program will charge accordingly. The free lunch program will not cover the cost of a milk only purchase. Free and reduced students will still need to deposit money into their accounts if they wish to purchase extra food items. You will find a free/reduced meal form in your child’s first day information packet. We encourage everyone with a financial need to fill out this application and return it to the school. If your child was on the free/reduced meal program last year, you will need to fill out a new form for the current school year. A free/reduced meal application may be submitted anytime during the school year.

We are looking forward to a great school year together. If you have any questions, please feel free to contact me at 636-937-7747.

Sincerely,
Peggy Carle
Director of Food Services, Festus R-6 School District

Online Food Service Bill Pay

Parents may access their child's food service, the online payment option, and other pertinent school information via the school website. Click on the Parent Portal Link. The information is password protected. The online payment option is another means for depositing funds into your child's lunch account.

Food Service Charges and Times

Breakfast is served at 8:20 a.m. in both Elementary cafeterias. Breakfast charges are \$1.25. The reduced breakfast prices are \$0.20 for those that qualify under the free and reduced breakfast/meal program.

Lunch is served daily and students may bring a lunch from home if they wish. Check with your child's teacher to find out individual classroom lunch times. Lunch charges are \$2.50. Reduced lunches are \$0.40 for those that qualify under the free and reduced breakfast/lunch meal program. Students are not allowed to go above a \$24 lunch account debt.

Breakfast and lunch prices are subject to change at any time during the school year. Should this occur, notification of the change will be sent home.

Arrival and Dismissal Times

Students should plan to arrive at school between **8:20-8:45 am**; this time is adjusted by one hour on Wednesday to **9:20-9:45 am**. Students are dismissed from the busses to their classroom at 8:20 am (9:20 am on Wednesdays). Students should only be dropped off by parents in the circle drive. Students who arrive after 8:45 am (9:45 am on Wednesdays) are considered tardy. Excessive tardies can negatively affect a student's attendance record. Please make every effort to arrive at school on time. If you should arrive at school late, you **must** accompany your child to the office to sign them in. **The outer main entry doors will remain locked until 8:00am.**

Students will be dismissed at 3:25 pm. Only the parent(s) or someone on the student's emergency contact list may pick them up. **If you need to change transportation arrangements for the afternoon or make last minute plans to pick up your child, we require that you notify the office no later than 2:30 pm.** No entry into the building will be allowed after 3pm until the pickup room teachers arrive to open the doors at approximately 3:20 pm.

All pickups will occur at the circle drive entrance. Students will wait in the area until they are dismissed by the teachers on duty. Parents/guardians will sign their student out with the duty teacher. Parents/guardians will need to show their ID in order to pick up their child. Students will be brought to the parents once identification has been proven. If there is question regarding pickup, the parent/guardian will be directed to the office where their identification can be verified. Further information regarding pickup procedures will be provided to parents at Open House.

Remember, parking for pickup is allowed in front of the building on the street. You are not to enter the building from any of the other entrances. This is to help ensure the safety of the students. Should these arrival and dismissal times not fit into your daily schedule, we recommend you take advantage of one of the several before and after school care providers in the area. Bus transportation to these sites is provided within district boundaries.

Students **CANNOT** ride a different bus home unless the parent signs a note and the classroom teacher issues a bus pass. Parents can call the office with any bus changes if there is an emergency. Only the student's parent(s) or guardian(s) can make changes to a student's pickup plan.

If you must pick up a child for an appointment during the school day, you must sign the student out in the office. The office will call for the child to come to the office when you arrive. It is helpful to send a note to alert the teacher of any early pickup.

Visitor Procedures

We are happy to have people come and visit our wonderful school. However, our first priority is the safety of the students. Because of this, we require anyone coming into the building to check in at the office, show proper ID, and wear a visitor badge. Our staff is trained to look for the visitor badge. If a badge is not present, you will be escorted to the office to obtain a badge. We further ask that anyone visiting do so in a manner which respects the learning environment of the building.

Volunteers

Parents wishing to volunteer at the school must have a background check. More information and instructions can be obtained by contacting the district central office at (636) 937-4920. Background checks are valid for 2 school years.

Field Trips and Other Activities

Parents wishing to be chaperones on field trips and/or room party organizers must notify their classroom teacher. A final approval of these individuals will be made by the principal. All adults who attend a field trip must have a passed background check on file with the district. Please call (636) 937-4920 for more information.

Attendance— Grades K-3

The Festus Elementary attendance procedures are designed to help students succeed in the workplace later in life. Regular attendance helps students receive maximum benefits from instructional programs and develops habits such as punctuality, self-discipline, and responsibility. It is a legal duty of the parent/guardian to see to it that their child attends school regularly. Suspected problems of this nature will be referred to juvenile authorities, the Department of Children Services, and/or the prosecuting attorney.

An absence for any reason will be counted as an absence whether excused or unexcused. When students must be absent the office should be notified by 10:00 a.m. **If no contact occurs, a written excuse signed by a parent, guardian, custodial parent or doctor must be presented upon returning to school.** If contact is not made, a student may be deemed truant. Calls/contacts from parents regarding the absence will be marked as verified. Absences will be considered excused upon the receipt of an official note such as a doctor's note, funeral note, etc.

Make up work will be assigned by the classroom teacher. If you would like to pick up work on a day

your child is absent, you must contact the office by 10 a.m. and pick up the materials between 3:00 and 4:00 p.m. on that day.

Attendance Procedures:

- 1) Parents will notify the school each day prior to 10 am to explain why a child is absent.
- 2) A contact will be made to every student who is absent and a call/note has not been received by the school. This call will occur at 11am on each school day.
- 3) Teachers will contact (phone, email, text, etc.) parents regularly when a child has missed 3+ days of school.
- 4) Parents will be notified by mail when their child has missed 5 days of school, regardless of the reasons.
- 5) Administrators will contact parents by phone or email regularly when a child has missed 7+ days of school.
- 6) A second letter will be sent home after 10 days of school have been missed, regardless of the reasons.
- 7) Administrators will contact by phone and/or visit parents when a child has missed 10+ days of school.
- 8) A third letter will be sent home after 14 days of school have been missed, regardless of the reasons.
- 9) On the 15th absence, and on each additional absence, a decision will be made by the school as to whether a meeting should be called with the parents and whether the situation should be referred to the Department of Children Services or the prosecuting attorney's office.
- 10) The school can contact the Department of Children Services/Juvenile at any point if it deems it necessary for the welfare of the child.

Extenuating circumstances may be considered if pre-arrangements have been made with and have been agreed upon by the building principal. A serious accident, extended serious illness, or other emergency health situations may also extend the absence limit upon receipt of a physician's written

letter and if an alternative instructional program has been completed as directed by the building principal. A request for an exception does not mean that an exception will be granted.

A student who has been retained because of excessive absenteeism is permitted to appeal the decision of the Attendance Committee to the Board of Education. The appeal shall be a “contested case” hearing and shall be subject to the same procedural protections that are set forth in Board of Education policies relating to long-term suspension/expulsions. Any subsequent decision of the Board of Education will be final.

Student Information

Student directory information (i.e. address, phone number, parents’ names, etc.) may be released by the district (See District Policy File: JO). Should there be any changes to a student’s directory information, it is absolutely necessary to update these changes with the office. Since student safety is our number one concern, we need to be able to contact parents and/or emergency contacts as quickly as possible.

Acceptable Use Policy (AUP)

Technology enhances students’ educational experiences. The Festus R-VI School District’s AUP outlines the use of a technological device in the school setting. In order to meet the educational needs, both parents and students need to read and sign the AUP (provided at Open House and/or at time of enrollment) and return the form in a timely manner.

School Emergency Information

During periods of inclement weather or school emergencies, school may be canceled. When school officials cancel school, radio and TV stations are notified. All local TV stations will carry this information live in addition to our respective social media sites and websites. The district also utilizes an emergency calling system. To be a part of this system, please contact the office. Additionally, social media and email will be used to contact and update parents.

IMPORTANT – Please have a pre-arranged place for your child to go in case school is unexpectedly dismissed and you will not be home. Make your child and the school aware of your plan. Only parents/guardians or those who have been designated as emergency contacts will be allowed to pick students up. Every person will be required to show a photo ID before the school will release a student.

Emergency Drills

To help prepare students for emergencies, periodic tornado, fire, earthquake, and intruder drills will be conducted to ensure students’ knowledge of appropriate procedures. These drills are conducted to help ensure the safety of our students.

Student Dress Code

The Festus R-VI School District expects students dress and grooming to be neat, clean and in good taste so each student may share in promoting a positive, healthy and safe atmosphere in the school district.

Specific Academic Information

Students at each grade level are taught the Missouri Learning Standards (MLS). These can be accessed on the Missouri Department of Education website at www.dese.mo.gov.

Math

The primary method of teaching the math MLS is through a wide variety of resources linked to the district math curriculum. Students are repeatedly working on concepts until they become mastered. These concepts slowly build on each other until a larger mastery of math is acquired. We teach our students what they need through the Guided Math concept of math instruction. This small group method allows teachers to teach to every student’s needs and strengths.

Balanced Literacy

The faculty of Festus Elementary School believes the most effective way of teaching reading and writing is to work with students on their individual reading level. Our kindergarten through third grade utilizes the balanced literacy approach to teach reading and writing. This teaching philosophy believes each child has specific, individual needs. The teacher performs a careful observation and assessment of each student. The information collected from assessments helps the teacher tailor lessons to each individual student. This philosophy also believes reading and writing must be taught in combination. Phonics is a major part of this philosophy as well as exposure to quality literature. In order to facilitate phonics instruction, students in kindergarten through second grade will be exposed to Saxon Phonics.

Kindergarten

Our kindergarten program is focused on establishing the foundation for students to become active readers and writers. By the end of kindergarten, our students are reading books and producing quality writing samples.

First Grade

Our first grade program builds on the foundation established in kindergarten and develops independent readers and writers. Festus students blossom while in first grade. By the end of first grade, our students are producing independent writing that centers on a consistent theme. They are also independently reading and comprehending longer books.

Second Grade

Our second grade curriculum takes students from their foundational years in kindergarten and first grade and turns them into young students who are capable of producing multi-paragraph, written works with a consistent theme. Students continue to receive reading instruction, with an emphasis on increasing comprehension and fluency.

Third Grade

Third grade is a year of transition. Third grade prepares students to leave the primary grades and go on to the upper elementary grades. Expectations increase in third grade as does the depth of content. Students are reading chapter books and consistently producing five paragraph-papers with a consistent theme. During third grade, our students take the State MAP (Missouri Assessment Program) test in the areas of English language arts and math. The students prepare to take the test from the moment they enter kindergarten, and teachers do everything possible to ensure their success on this test.

Special Area

Students at Festus Elementary have the opportunity to take part in a wide variety of special area classes. Each student has a physical education, art, music, STEM, and library class. Highly qualified teachers who are certified in their particular field teach these classes. All of our students are given the opportunity to excel in these fun, informative, and developmental classes.

Title I

Not all children learn at the same rate. Some students require a little extra help to stay on grade level in the area of reading. To help accomplish this we have several staff members who work with these students. Title I funds (a federal program) help pay for these individuals to identify students in need and to work with them in a one-on-one or small group setting. Each grade has a teacher and/or aide who are trained at working with struggling students. During third grade, we also have a teacher who works with the students who are struggling in math. These students receive

regular classroom instruction in reading, writing, and mathematics as well as an additional, separate lesson with the Title I teacher/aide. In order to receive Title I assistance, students must qualify for it.

Special Services

Special Services is a federal program for students with special learning needs who qualify under state and federal laws for an Individualized Education Program (IEP). These students are able to access the services, as determined by their IEPs, of highly qualified Special Education teachers. These teachers work with regular classroom teachers in the building to ensure that the educational needs of IEP students are being met.

Gifted (Quest)

We also have an active gifted program where students who meet rigorous state mandated criteria receive the services of a certified gifted instructor. The gifted instructor works to ensure that identified students are academically and creatively challenged.

Elementary School Guidance Services

Elementary school counselors provide an ongoing comprehensive guidance program to help students develop self-understanding, self-acceptance, effective interpersonal skills, academic achievement, and career awareness. Counselors provide continuous assistance to students, parents, teachers, administrators, student support personnel, and others to determine the appropriate educational assistance and support needed to all students.

Positive Behavior Supports (PBS)

Our students are expected to...

- Be Safe
- Be Respectful
- Be Responsible

PBS Mission Statement: "In order to build strong foundations to promote a lifetime of learning, Festus Elementary will utilize School-Wide Positive Behavior Supports (SWPBS) to create and maintain a positive school climate based on good character and academic excellence." For a list of expectations and behaviors, please see the matrix at the end of the handbook.

Rules

Please understand that this is not a comprehensive list of rules, and that each teacher has individual classroom rules. Rules can be added/changed as necessary throughout the year. Students/parents

will be notified of any rule updates. Parents, students, and visitors are expected to abide by school rules in the classroom, hallways, cafeterias, outdoor athletic areas, busses, and on field trips. Rules are straightforward and are based on the concept of treating others with respect. Students who harass or bully others will be dealt with swiftly. Our first priority is to create an environment where children are safe and feel safe so that our primary goal of learning can take place. A few rules of note are listed below. Please review and discuss all rules, regulations, and codes of conduct with your child.

- 1) Students are to mark all of their personal belongings with their name and grade/class. Any personal item brought to school is the sole responsibility of the student. If any item is lost, misplaced, broken, etc. the student is responsible, not the school.
 - a. Electronic devices such as cell phones, games, MP3 players, etc...are not allowed at school.
 - b. "Heelys" (roller skate shoes) are not allowed at school.
- 2) Students are expected to take pride in school property and treat it with respect. Students who deface, damage, or lose school property will be required to compensate the school for the damage or loss.
- 3) This is a smoke free campus. Smoking will not be tolerated on any area of school property, either inside or out.
- 4) Pets are not allowed at school, except under special circumstances and only with the classroom teacher's and/or administrator's permission. The pet's visit should be limited in time to avoid any disruptions to the educational environment. In addition, animals may not be transported on the school bus.
- 5) The Festus R-VI School District expects student dress and grooming to be neat, clean, and in good taste so that each student may share in promoting a positive, healthy, and safe atmosphere. Students should wear clothing that covers the midriff and shorts of an appropriate length. Students may not wear clothing that advertises cigarettes, alcohol, drug paraphernalia, has inappropriate language, or may disrupt the educational process. For safety purposes, flip-flops are not allowed. The dress code applies to activities and events as well as the school and bus.

- 6) Verbal, non-verbal, and/or physical violence will NOT be tolerated.
 - a. Students who have been subjected to bullying, hazing, discrimination, and/or harassment should report these incidents immediately to the office or any staff member.

Discipline

School rules and expectations have been established to provide a safe environment where learning can take place. We will work with students to help them follow the rules and expectations. Disciplinary action by the teacher or administration may result when a student violates school rules, policy, or expectations.

There are unacceptable behaviors that result in an IMMEDIATE REFERRAL to and action by the principal, including but not limited to:

- Fighting
- Foul Language
- Destruction of School Property
- Possession of anything that could bring harm to oneself or others
- Theft
- Possession of illegal substances
- Bullying, discrimination, and/or harassment
- Disruptions of the educational process

There are a variety of consequences that can occur for misbehavior. This is not a full list, but covers the majority of consequences administered. In general, consequences up to and including a suspension of school for ten or less days are not appealable.

- Isolation (in class, lunch, recess, etc...)
- After school detention (ASD)
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Probation or suspension from special activities
- Involvement of school resource officer
- Referral to counseling
- Safe Schools Referral (Please see *Safe Schools Act*)
- Loss of bus riding privileges

Teacher Assignments

When making class assignments, every effort is made to assign students to a setting that is most beneficial to their education. Festus Elementary is fortunate to have an excellent teaching staff. Therefore, your child will benefit from all teachers in our school. Class assignments are made so that

each classroom has a wide mix of students.

Festus Elementary does not accept specific teacher requests.

Changes in Student Information

Please keep the school aware of any information changes, such as address, phone numbers, and job information. Should there be a change in marital/guardianship arrangements the school needs to be notified ASAP. All relevant court records identifying custody and visitation rights must be given to the office. We can only honor the most recent court papers on file in the office.

Health Information

Students will be given temporary care in case of illness or injury during school hours. If your child has a medical problem, please make sure the school nurse is informed. It is very important that correct telephone numbers (home, work, cell and emergency) are on file in the main office in case parents or emergency contacts need to be contacted.

Students are to be kept home if they have:

- any communicable disease
- temperature of 100 degrees or greater
- undetermined rash over any part of the body
- scaly patches on skin, which might indicate ringworm
- head lice or nits
- vomiting
- diarrhea
- red, draining eyes
- sore throat accompanied by fever
- open draining lesions

Students **cannot** return to school until they have been fever free or have shown no signs of vomiting for 24 hours. Complying with these stipulations will ensure the protection of your child and all students.

NO prescription medication will be given to students unless the medicine is in the original container with the prescription label, which must include the child's name, name of the medicine, dosage, time to be given/how often to be given, and doctor's name, along with signed authorization from the parent to administer the medication.

We discourage the use of over-the-counter medications at school unless absolutely necessary. **NO** over-the-counter medications will be given to students unless the medicine is in the original bottle or box that clearly states the manufacturer's instructions, along with a signed note from the parent that includes the child's name, name of

medication, dosage, time to be given or how often, and length of time the child is to take medicine. All medications are to be stored in and dispensed from the health room.

Any student found with a head lice infestation will be sent home for 24 hours to be treated. (JHC-AP2). Infested students must be picked up and may not ride the bus home. Before the student will be permitted to return to class, he/she must be brought to school by a parent or guardian to be examined by the nurse. If live head lice are found, the student will be sent back home with the parent or guardian for further treatment. The student will have to be brought to school and rechecked by the nurse until approved for return to school. A student who has been identified as having nits but not a live head lice infestation will be reexamined within 5 days of the initial identification. If nits are still present, parents/guardians will again be instructed on treatment options. The process will repeat until the student is free of nits.

Vision screenings are required by Missouri law to be conducted on 1st graders and incoming Kindergarten students by a licensed optometrist or physician. Parents must contact the nurse, in writing, if they wish to opt out of this requirement.

Distribution of Publications

Any printed materials, other than school publications and routine instructional materials, may not be distributed on any school property without approval from the principal. Commercial information will not be distributed.

School Telephone

The office may take messages for students when there is an emergency or when it is essential for a student to receive the information. Students are not usually called to the phone. Since office phones are constantly in use for school business, students are asked not to use the office phone unless there is an emergency.

Grading and Reporting to Parents

Report cards are issued at the end of each quarter. A progress report will be sent home at the midpoint of each quarter. We encourage and sometimes require parent-teacher conferences to discuss student progress. Parents wishing a conference should call the school office in advance and leave a message for the teacher. The teachers can return the call before or after the school day or during their break.

Festus Elementary utilizes standards based report cards. Student understanding of the expected

grade level standards will be scored on a 4 point scale. The scale is as follows:

- 4 = Advanced: Performance exceeds grade level expectations**
- 3 = Proficient: Performance meets grade level expectations**
- 2 = Basic: Performance is approaching grade level expectations**
- 1 = Below Basic: Performance consistently below grade level**

The following will be the grading scale used in the Festus R-6 School District

A	96%-100%
A-	90%-95%
B+	87%-89%
B	84%-86%
B-	80%-83%
C+	77%-79%
C	74%-76%
C-	70%-73%
D+	67%-69%
D	64%-66%
D-	60%-63%
F	00%-59%

**SAFE SCHOOLS ACTS
HOUSE BILL 1301 & 1298
EFFECTIVE AS OF AUGUST 1996**

School Discipline Policies

This legislation outlines several policy requirements focusing on promoting safe school environments. Local boards of education in each school district are required to establish a written discipline policy, including specifying the district's policy in which punishment will be applied. Pupils and their parent or legal guardian must be provided a copy of the disciplinary policy. All employees of the district are to receive annual instruction on the content of the disciplinary policy.

Reporting Requirements

District administrators are required to report acts of school violence to teachers and other school employees who have direct responsibility for the child's education or interact with the student on a professional basis. The section defines "acts of school violence" and "violent behavior" including a list of felonies that are required to be reported. Any portion of a child's IEP relating to demonstrated or potentially violent behavior must be reported to any teacher or district employee directly responsible for the child's education or who interacts with the student within the scope of their duties.

Student Suspension

Current law requires a minimum of a one-year suspension for a student bringing a weapon to school. This amendment allows the suspension to be either one year or an expulsion and expands the definition of weapon. Civil war era weapons, when used for a civil war reenactment on school property, may be exempted when approved in advance.

Discipline Records

Districts are required to compile and maintain records of any "serious violation" of district policy. Records will be made available to district personnel with the need to know based upon their assigned duties and shall also be sent to any district a student subsequently attends.

Abuse investigations

This section outlines investigations of alleged abuse based upon the use of corporal punishment within the district. The amendment would authorize the juvenile officer to designate another law enforcement officer to investigate these allegations in conjunction with school personnel. School personnel are considered mandated reporters and are required by law to report all suspected incidents of abuse to the proper authorities.

Children with Disabilities

Section 162.680.RSMO, contains the state prohibition on denial of educational services based upon a child's disability. This section is amended to provide that if violent behavior by a child with a disability causes substantial likelihood of injury the school shall initiate procedures to change the student's educational placement.

Residency Issues

Prior to registration, a pupil, the parent or legal guardian must establish proof of residency, or must have requested a waiver of the proof of residency. A process is defined for requesting a waiver of proof of residency, including authorizing a hearing before the local board of education. Athletic ability is prohibited as a basis for the issuance of the waiver. Submitting false information relating to residency is defined as a Class A misdemeanor. School districts are authorized to file a civil action for recovery of educational costs based upon submitted false information relating to a student's residency.

Transfer of Documents

School officials enrolling the pupil must request, within 2 business days, a transfer of documents from all school districts the pupil attended within the previous twelve (12) months. Any school district receiving that request shall respond within five (5) business days of receipt of that request. The request must include the disciplinary records required under this legislation. Transfer of school records is prohibited to persons not employed by the school district or another school district or to any governmental entity other than a school district, juvenile or family court, unless written permission is granted by the parent, guardian or student, if the student is eighteen (18) years of age or older. Violation of this subsection is a Class B misdemeanor and a civil action is authorized based up on a district's failure to comply. The State Board of Education is authorized to establish rules relating to the enforcement of this section.

Removal of Students

Districts are authorized to immediately remove a pupil posing a threat to themselves or others. Prior disciplinary action may not be the sole basis for such removal. Removal of a pupil with a disability is subject to state and federal procedural rights. Boards are required to make a good-faith effort to have the parent or other custodian present at suspension or expulsion hearings.

Re-admission Conference

Section 167.171 outlines the procedural requirements relating to the suspension or expulsion of students. A new subsection requires a conference prior to re-admission of a student suspended for more than ten (10) days for an act of school violence, or where the pupil poses a threat or harm to themselves or others. Written notice of the conference shall go to the parent or guardian. The section specifically prohibits re-admission of a student convicted or indicted of specific criminal acts. An exception is provided for children with disabilities as identified under state eligibility. A conference is required if a student attempts to enroll in a district during a suspension or expulsion from another district. The school district may recognize the disciplinary action if it is determined that the behavior would be subject to suspension or expulsion in that district.

Communication with Juvenile Officers

Juvenile officers must notify school officials when students have committed certain specified criminal acts. The notification must include a description of the conduct and the dates when the conduct

occurred, but shall not include the name of the victim. This report shall be shared with teachers or other district employees with a need to know based upon the scope of their assigned duties. The superintendent is required to notify the appropriate juvenile or family court upon the suspension of any student within the jurisdiction of the court when the suspension is in excess of ten (10) days.

Notice of Violent Acts

Principals are required to notify the superintendent and law enforcement if any person is believed to have committed first, second or third degree sexual assault or deviant sexual assault against a pupil or school employee while on school property, on a school bus, or while involved in a school activity. The principal must also report possession of a controlled substance or a weapon by people in a school. A teacher must immediately report to the principal knowledge of an assault or possession of a weapon or controlled substance. This section grants good-faith civil immunity for school employees providing information to law enforcement. Refusal by a school official relating to their reporting requirements under this section and Section 160.261 is defined as a misdemeanor punishable by a fine of up to \$500 and imprisonment in a county jail not to exceed one year.

Violence Prevention Programs

The Department of Elementary and Secondary Education is authorized to identify programs relating to violence prevention to be administered by the public schools. The State Board of Education is authorized to adopt rules approving such programs. Academic credit may not be offered for participation in these programs. School districts are authorized to administer violence prevention programs for kindergarten through twelfth grade. The Department of Elementary and Secondary Education is authorized to fund programs relating to violence prevention.

Statement of Disciplinary History

School districts may require parent, guardian, or other custodian to provide a statement indicating whether a student was previously expelled, violated policy on weapons, alcohol or drugs, or willfully inflicted injury on another. Persons making a false statement would be guilty of a Class B misdemeanor. The Statement would be maintained as a part of the student's record.

PUBLIC NOTICE OF SECTION 504 OF THE REHABILITATION ACT OF 1973

504 PUBLIC NOTICE The Festus R-6 School District, as a recipient of federal financial assistance from the United States Department of Education and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The Festus R-6 School District assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The Festus R-6 School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed at the *Roy Burnside Administrative Building; 1515 Mid-Meadow Lane; Festus, MO 63028. Monday thru Friday 8:15 a.m. – 3:30 p.m.* The manual can also be viewed at the R-VI District Website [www.festus.k12.mo.us]

This notice will be provided in native languages as appropriate.

BILL OF RIGHTS FOR PARENTS OF STUDENTS WITH DISABILITIES

As a parent of a child with a disability, you have the right to:

1. Attend individualized education program (IEP) meetings and represent your child's interests.
2. Have an advocate or expert present at individualized education program (IEP) meetings.
3. Receive a copy of your child's evaluation, disagree with it, and request one independent educational evaluation at public expense.
4. Provide a written report from outside sources as part of the evaluation process.

5. Examine all education records pertaining to your child and be provided with a copy of the individualized education program.
6. Disagree with the decision of the individualized education program (IEP) team and pursue complaint procedures, including: filing a child complaint with the Department of Elementary and Secondary Education, state paid mediation, have an impartial due process hearing, and appeal the due process decision to the court.
7. Participate in reviews of the individualized education programs (IEPs) and in any decision to change any aspects of the IEP, as well as receive a written notice of action before a change in your child's educational placement or the provision of a free and appropriate public education.
8. Have your child placed in the least restrictive environment and in a general education classroom to the greatest extent appropriate.
9. Request an accommodation to provide effective communications if you have limited English language proficiency.
10. A free appropriate public education for your child with an individualized education program designed to meet your child's unique needs, which may include, but not be limited to, special education and related services, such as assistive technology devices and services; transportation; speech pathology services; audiology services; interpreting services; psychological services, including behavioral interventions; physical therapy; occupational therapy; recreation, including therapeutic recreation; counseling services, including rehabilitation counseling; orientation and mobility services; school health services; school nurse services; social work services; parent counseling and training; and, medical services for diagnostic or evaluation purposes.

This document does not confer any right or rights beyond those conferred by federal or state law, and is intended for informational purposes only. For additional information, contact the Department of Elementary and Secondary Education, Division of Special Education at (573) 751-0699 or webrepyspeco@dese.mo.gov.
January 1, 2010

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Services for ELL Students

The Board of Education per **Board Policy IGBH** recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from

effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

Definitions

Language Minority (LM) - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP) - Refers to proficiency in reading, writing, listening or speaking English that is below grade – and age-level peers. Limited English proficiency is based on the assessment of the student's English language proficiency.

English Language Learner- Refers to a Language Minority student with limited English proficiency.

English for Speakers of Other Languages (ESOL) - Refers to instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self-contained teacher.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes the students from the regular classroom for instruction in English.

Bilingual Education- An instructional approach that explicitly includes the student's native language during instruction. This approach requires an instructor fluent in the student's native language and proficient in the content areas. Bilingual Education is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child - Any individual 3-21 years of age.

Parent - Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program- An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation if English proficient

children if such course is designed to enable all participating children to become proficient in English and a second language.

It is the policy of the Festus R-VI School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil categories.

A Language Assessment Committee that will consist of an administrator, classroom teacher, ESL teacher, and a parent or guardian if possible. Appropriate support staff, such as a guidance counselor, will be included when they are involved in the student's program.

The responsibilities of the **Language Assessment Committee** include:

1. Identify English Language Learners (ELL).
2. Develop an appropriate and effective language support program that assures ELL students will achieve the Grade Level Expectations.
3. Monitor student progress on an on-going basis.
4. Notify parents or guardians of all decisions (in a language they comprehend) and their right to appeal their child's participation in an ESL program.
5. Determine when the ELL student meets exit requirements from ESL.
6. Make recommendations for programming for the next school year.

Screening: all newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process.

If a student has been previously identified as Limited English Proficient, screening is not required, although English Proficiency assessment is required annually in all communicative domains.

Assessment of English Language Proficiency and Academic Skills

Within ten school days of initial screening by the Home Language Survey, possible ELL students will be assessed for level of English Language Proficiency:

1. Consultation with classroom teacher where appropriate.
2. Anecdotal information from student, family and/or sponsors.
3. Oral and written assessment of English.
4. One or more of the following will be used:
LAS-Links Placement Screener
Interview
Informal Reading Inventory
Writing sample

Grade Level Placement

A language minority student will not be assigned to permanent grade-level placement before pertinent background information about the child has been reviewed. That information would include, at a minimum:

- The child's chronological age
- The child's educational background
- The child's English language proficiency level
- The child's academic performance

Retention for language minority students is rarely advisable. When barriers other than language are present retention may be appropriate. It is expected that a language minority-LEP child will not be performing on grade level until he/she has had the opportunity to acquire the English skills and content necessary for success.

Graduation and Credits

The Festus R-VI School District will follow the Missouri State Plan for graduation and allow credit to students who transfer in from another state, country, or home school environment per policy or statute. This policy states:

Transfer students from another state or country or home school may graduate upon successful completion of an individualized program of studies which school officials, parents, and students agree will prepare the student for post-high school goals, even though the program of studies may not include 24 units of credit as defined in Missouri. Seniors transferring from other state or countries may be graduated without meeting the requirements of Section 170.011 (DESE 3341-53 1/07)

Programs

All students will be enrolled in mainstream programs to the maximum extent possible and integrated into regular activities. The regular education teacher will share in the responsibility of programming for ESL students in collaboration with the ESL teacher. Appropriate instructional material along with modification in the regular classroom setting will be afforded to each ESL student. The Festus R-VI School District will follow as closely as possible the recommended student/teacher ratios and suggested instructional minutes provided by the Missouri Migrant Education and English Language learning (MELL) Program instructional specialists. These are not mandated by state or federal regulations.

Criteria for exiting students from ELL Programs/Services

The Festus R-VI School District will use a multiple-criterion approach to exiting students

from ESL Programs/Services. This determination, also known as "reclassification" will be made by assessing proficiency in not only in the English language, but also by the student's mastery of grade level content material. The LAS Links Screener and Assessment will be used to assess Language Proficiency. At the elementary level, the program Language for Learning will also provide information to address Language Proficiency. A student's grade level content mastery will be assessed using a variety of instructional data. These include but are not limited to: 1) Grades, 2) MAP and WIDA Test Scores, 3) Standardized test scores, 4) Teacher observation and input, and 5) Parent input.

Festus R-6 School District | 2019-2020 District Calendar

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Final Examinations are held the last three attendance days of each semester at the High School.	Dismissals for unexpected circumstances will be made up in the following order: May 18, 19, 20, 21, 22; April 13; May 26, 27, 28, 29. If May 29 th is the last student attendance day, teacher work days will be June 1 & 2.	Kindergarten Promotion is held on the FINAL student attendance day of the MAP Window: March 30-May 22
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SCHOOLWIDE SOCIAL BEHAVIOR MATRIX

Tigers Will	In All Settings	In the Classroom	On the Bus	At the Bus Stop	In the Hall	In the Cafeteria	In the Bathroom	On the Playground
Be Safe	<ul style="list-style-type: none"> *Keep hands, feet, and objects to self *Use walking feet *Be where you belong 	Every Teacher defines rules based on: Be Safe Be Respectful Be Responsible	<ul style="list-style-type: none"> *Remain seated *Face forward *Use your quiet voice * Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Stay in the designated area *Keep hands, feet, and objects to self *Get only on the school bus *Go straight home or designated place 	<ul style="list-style-type: none"> *Walking feet *Follow Line Basics 	<ul style="list-style-type: none"> *Report spills *Sit on your bottom *Use table manners 	<ul style="list-style-type: none"> * Follow Bathroom Basics *One person per stall/bathroom 	<ul style="list-style-type: none"> * Keep hands, feet, and objects to self *Use the equipment properly *Woodchips stay on the ground *Stay in the approved areas *Lining up basics
Be Respectful	<ul style="list-style-type: none"> *Use kind words *Follow directions *Be a good neighbor 		<ul style="list-style-type: none"> *Listen to the driver *Keep the bus clean *Be kind to all 	<ul style="list-style-type: none"> *Take care of other's property *Use kind words 	<ul style="list-style-type: none"> *Voices off so others can learn *Follow Line Basics 	<ul style="list-style-type: none"> *Eat quietly *Use table manners *Be a good neighbor 	<ul style="list-style-type: none"> *Give others privacy *Respect bathroom property 	<ul style="list-style-type: none"> *Take turns * Be a good neighbor
Be Responsible	<ul style="list-style-type: none"> * Use materials appropriately *Keep school neat and clean *Keep track of your belongings 		<ul style="list-style-type: none"> *Take your belongings with you *Get on the correct bus *Watch for your stop 	<ul style="list-style-type: none"> *Keep the bus stop clean *Be on time for the bus *Take your belongings 	<ul style="list-style-type: none"> *Keep an eye out for others *Return to class promptly *Follow Line Basics 	<ul style="list-style-type: none"> *Use table manners *Clean up after yourself *Take care of your lunch card 	<ul style="list-style-type: none"> *Follow Bathroom Basics *Return to class-line promptly 	<ul style="list-style-type: none"> *Take care of own things *Be a problem-solver *Lining up basics