

Ridgeway R-V School

Elementary Student Handbook

2017-2018



MISSION STATEMENT

The Ridgeway R-V School District consistently strives for academic achievement by promoting a positive learning environment. We promote citizenship, communicate high expectations, and recognize success.

www.ridgewayowls.net

Ridgeway R-V

2017-2018 FACULTY/STAFF

Board of Education

Marcia Booth.....President	Kay Hendren.....Member
Mike Burkhead.....Vice President	Stephanie Andrew.....Member
Amber McFall.....Treasurer	Tammy Harding.....Member
	TBD.....Member

Administration:

Brenda Dougan, Superintendent
Aaron Lewis, Principal/AD

Office:

Audra McLain, Board Secretary and District Bookkeeper
Ashley Meissen, Secretary
Gloria Craig, Counselor

Kindergarten	Sariah Williams	Music	Sarah Groteluschen
1st/2nd Grades	Jandy Whitaker	Art	Samantha Hess
3rd/4th Grades	Helena Booth	PE/Health	Matt Dice
5th/6th Grades	Amy Glenn	Computers/Business	Sue Catanzareti
Title I	Leslie Niebauer	7-12 English	Barb Crawley
PAT	Sariah Williams	7-12 Science	Jill West
Preschool	Alisha Redd	7-12 Social Studies	Karl (KJ) Dailey
Librarian	Deva Lanning	7-12 Mathematics	Melissa Schmidli
Special Education	Erma Newton		
Maintenance/Custodian	Scott Boswell		
Custodian	Tim Flynn		
Food Service Director	Kay Meek		
Cook	April Vandiver		

Ridgeway R-V School District 2017-2018 School Calendar **APPROVED 2/16/17 A**

Thursday, August 10, 2017	Faculty and Staff Orientation
Friday, August 11, 2017	Faculty and Staff Orientation
Monday, August 14, 2017	Faculty and Staff Orientation
Tuesday, August 15, 2017	Faculty and Staff Orientation
Wednesday, August 16, 2017	Student's First Day of School (First Q Begins) Early Dismissal 11:30
Friday, September 1, 2017	NWMO State Fair- Early Dismissal 11:30
Monday, September 4, 2017	Labor Day- No School
Friday, October 13, 2017	Early Dismissal 11:30- Teacher Inservice- 1st Q Ends (42 Days)
Monday, October 16, 2017	2nd Q Begins
Monday, October 19, 2017	Early Dismissal 11:30- Parent Teacher Conferences 12:30-8:00pm
Friday, October 20, 2017	No School
Friday, November 10, 2017	Early Dismissal 11:30- Teacher Inservice
Wednesday, November 22, 2017	Thanksgiving Vacation- No School
Thursday, November 23, 2017	Thanksgiving Vacation- No School
Friday, November 24, 2017	Thanksgiving Vacation- No School
Tuesday, December 19, 2017	Early Dismissal 11:30- Teacher Inservice- 2nd Q (43 days) & 1st Semester (85 days) Ends
Wednesday, December 20, 2017	Winter Break- No School (1st Make-up Day)
Thursday, December 21, 2017	Winter Break- No School
Friday, December 22, 2017	Winter Break- No School
Monday, December 25, 2017	Winter Break- No School
Tuesday, December 26, 2017	Winter Break- No School
Wednesday, December 27, 2017	Winter Break- No School
Thursday, December 28, 2017	Winter Break- No School
Friday, December 29, 2017	Winter Break- No School
Monday, January 1, 2018	Winter Break- No School
Tuesday, January 2, 2018	Winter Break- No School (2nd Make-up Day)
Wednesday, January 3, 2018	3rd Q and 2nd Semester Begins- Early Dismissal 11:30
Monday, January 15, 2018	Martin Luther King, Jr. Day- No School
Friday, February 2, 2018	Early Dismissal 11:30- Teacher Inservice
Monday, February 19, 2018	Presidents' Day- No School
Friday, March 9, 2018	Early Dismissal 11:30- Teacher Inservice- 3rd Q Ends (46 days)
Monday, March 12, 2018	4th Q Begins
Thursday, March 15, 2018	Early Dismissal 11:30- Parent Teacher Conferences 12:30-8:00pm
Friday, March 16, 2018	No School (3rd Make-up Day)
Monday, March 26, 2018	Spring Break
Tuesday, March 27, 2018	Spring Break
Wednesday, March 28, 2018	Spring Break
Thursday, March 29, 2018	Spring Break
Friday, March 30, 2018	Spring Break
Monday, April 16, 2018	Early Dismissal 11:30- Teacher Inservice
Sunday, May 13, 2018	Commencement
Thursday, May 17, 2018	Early Dismissal 11:30- Teacher Inservice- 4th Q (43 days) & 2nd Semester (89 days) Ends
Friday, May 18, 2018	Staff Check-out Day (4th Make-up Day)
Monday, May 21, 2018	5th Make-up Day
Tuesday, May 22, 2018	6th Make-up Day

Projected Student Attendance Days	
August 2017	12 days
September 2017	20 days
October 2017	21 days
November 2017	19 days
December 2017	13 days
January 2018	20 days
February 2018	19 days
March 2018	16 days
April 2018	21 days
May 2018	13 days
TOTAL	174 days

Projected Days by Quarter	
August 2017	12 days
September 2017	20 days
October 2017	10 days
First Quarter	42 days
October 2017	11 days
November 2017	19 days
December 2017	13 days
Second Quarter	43 days
January 2018	20 days
February 2018	19 days
March 2018	7 days
Third Quarter	46 days
March 2018	9 days
April 2018	21 days
May 2018	13 days
Fourth Quarter	43 days

Full Day Staff Development	
Thursday, August 10, 2017	
Friday, August 11, 2017	
Monday, August 14, 2017	
Tuesday, August 15, 2017	
Friday, May 18, 2018	
Half Day Staff Development	
Monday, September 25, 2017	
Friday, October 13, 2017	
Friday, November 10, 2017	
Tuesday, December 19, 2017	
Wednesday, January 3, 2018	
Friday, February 2, 2018	
Friday, March 9, 2018	
Monday, April 16, 2018	
Thursday, May 17, 2018	

FOREWORD

The procedures and guidelines outlined in this handbook have been formulated to provide information to the students and parents of Ridgeway R-V School. These rules are necessary for the effective day-to-day operation of our school and shall be applied in a firm, fair and consistent manner.

We know that everyone associated with Ridgeway R-V School District wants the best education experience for all of our students. Please read this handbook carefully, then sign and return the attached Handbook Consent Form before the end of the first full week of school.

SCHOOL SCHEDULE INFORMATION

SCHOOL HOURS: 8:00 am to 3:00 pm

Students who walk or are dropped off by parents should enter the building by the front (west) door. Students riding the bus will be dropped off at the cafeteria (north) door. Parents are asked to keep the area in front of the north door clear so the buses can navigate without having to work around parked cars. No students should arrive to school before 7:30 am. Students who arrive between 7:30 and 7:57 should go to the cafeteria upon arrival.

Students are not permitted to leave the school grounds during the school day without written or oral parental approval and the permission of the principal/superintendent. EVERY STUDENT LEAVING THE BUILDING BEFORE THE END OF THE SCHOOL DAY WILL SIGN OUT IN THE OFFICE. EVERY STUDENT ARRIVING AT SCHOOL AFTER THE BEGINNING OF THE SCHOOL DAY WILL SIGN IN AT THE OFFICE AND GET A PASS TO GO TO CLASS.

Accidents at School/Emergency Procedures:

Parents will be notified by phone or in writing in case of an accident or illness to their child. If you cannot be reached to make necessary arrangements, or in a critical emergency requiring medical care, the school will phone the person/persons you listed on your child's enrollment form to authorize treatment. All major and minor injuries will be documented and an accident report will be filled out and sent home with the child explaining the injury. A copy of the accident report will also be given to the principal.

Athletic Event Admission Charges:

Adults	\$4.00	Students	\$3.00	65 years+	Free
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ATTENDANCE

Attendance Philosophy:

Absence from a class can never be fully made up because the student will have missed class discussion, teacher presentation and his own opportunity to participate. In addition, regular attendance in class promotes habits of punctuality, responsibility and self-discipline.

Students with good attendance earn better grades, do better on standardized tests, and have a more positive attitude toward school. Good attendance generally indicates success in school. The State Department of Elementary and Secondary Education (DESE) recognize that good attendance is necessary for students to receive a good education. Ridgeway R-V School has set 98% as an attendance goal each year.

- A. Elementary Students are allowed 10 absences for the school year. When the student reaches the 10th absence, any additional absence will be considered unexcused and no make-up work will be allowed, unless the student presents a doctor's note upon return to school.
- B. On the morning of an absence, parents should contact the school office by note or telephone 872-6813 before 9:00 AM and report the absence and the reason for the absence. If contact is not made to the school office by note or phone call by 9:00 AM, the school will call the parents. This early contact also allows for assignments to be collected and ensures the SAFETY OF YOUR CHILD. If parents are not reached, the absence will be recorded as unexcused and students will not be allowed to make up work. **A letter will be sent to the parents at the occurrence of the 5rd, 7th & 10th absences. A letter will also be sent to the parents in the event of three consecutive unexcused absences. In such cases a copy will be sent to the Juvenile Court and Children's Division of Family Services for follow-up.**
- C. Parents or guardians are asked to help the school to promote good attendance in students. A student and his/her parents/guardian may appeal the unexcused absences by providing the Appeals Committee with a written appeal within 5 school days of the unexcused absence. Written material may include doctor's or dentist's notes, court summons. The attendance committee consists of the principal, three teachers, and counselor. Absences that occur during either semester may be appealed during that semester only.
- D. School sponsored activities are not counted as absences. When non-school related absences are known in advance, the student must contact the school so that arrangements can be made with teachers for work to be completed. Students failing to make the necessary contact in sufficient time to arrange for completed work will not receive credit for the work.

- E. Regardless of the reasons for the absence, students are expected to complete all assignments and tests. When students return they will have a minimum of two additional school days to complete their work (the day they return counts as day one and the work is due on the second day). The teacher may allow more time for the work to be completed (i.e. projects, etc.).
- F. In order to be eligible for any school activity, a student must be in attendance the entire day of the activity, unless excused by the principal.

Attendance Incentive:

Ridgeway School recognizes students with outstanding attendance records. Students will be recognized at quarterly awards assemblies. Attendance awards will be given at the assemblies to students with the highest rates of attendance; they will receive pop, gift-cards, cash, or other appropriate rewards for quarter, semester, and year.

Bulletins:

To help keep students and faculty informed, daily bulletins will be issued. Bulletins will be read over the intercom at the beginning of each day.

Bus Rules:

Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at school. Misconduct will be treated the same as school building misconduct. Students may be subject to loss of bus privileges as a result of disruptive behavior.

1. The driver is in charge of the pupils on the bus. Students must obey the driver promptly and respectfully.
2. Classroom conduct is to be observed by students while riding the bus, except ordinary conversations.
3. The use of tobacco is not permitted on the bus.
4. Loud or abusive language is not permitted.
5. Exit and load from front door of bus, unless directed otherwise by the driver.
6. Students must cross the road in front of the bus in full view of the driver.

You must keep your vehicle behind the bus and honor the bus stop sign whenever the driver activates it.

*You **cannot** pass a school bus when the stop sign is activated and the lights are flashing.*

Bus to Activities:

A student riding the bus to a school activity shall ride the bus home unless a parent/guardian signs a sign out sheet provided by the activity sponsor.

Cell Phones:

Cell phone usage is not permitted by elementary students unless it is approved by the teacher. We understand that some student might need to bring a phone to the school for use after school. It is up to the classroom teacher where the phone will be kept in the classroom during school hours.

Cafeteria/Hallways/Restrooms:

Exemplary behavior is expected outside of the classroom. Students are expected to walk quietly down one side of the hall. While waiting in the hallway talking should only be done with the permission of the teacher and should be limited to the person standing next to you.

Curriculum:

It is the teacher's responsibility to plan and implement the curriculum as designated by both the Missouri Learning Standards and the Board of Education. This curriculum will be approved by the principal and the School Board.

Curriculum, State Mandated Human Sexuality (Policy 6116):

Any course materials and instruction related to human sexuality and sexually transmitted diseases will be medically and factually accurate. Parents/guardians have the right to remove their student from any part of the District's human sexuality instruction.

Clubs:

Clubs will be organized when there is enough student interest and the goal is in accordance with the school's philosophy. A staff member must act as the advisor. Students must be academically eligible to participate.

Dances:

Generally, dances will be limited to 7-12 grade students and their dates. Students younger than 7th grade will not be admitted.

Distribution of Non-Curricular Student Publications:

There are times when students would be permitted to distribute unofficial materials, which are non-curricular in nature. i.e. Race For Life, Ronald McDonald House etc. To be allowed to distribute such materials students must adhere to the following guidelines:

- A. No obscene materials
- B. No materials which could be considered libelous
- C. No indecent or vulgar language or graphics
- D. Nothing advertising products or services not permitted by law to minors
- E. Nothing insulting, intimidating or harassing by its nature

F. Nothing that would be deemed to cause a disruption of the learning environment
Students wishing to distribute unofficial materials must submit a copy for approval to the administration 24 hours in advance, listing the names, dates, and location of the distribution.

Emergency Procedures:

Procedures are posted in all classrooms and drills are scheduled throughout the school year.

Exams/Screenings:

Throughout the school year various non-emergency physical exams or screenings are conducted on students, including but not limited to hearing, vision, scoliosis, and dental. Parents have the right to opt out of such exams/screenings by providing the school with written notice of their wishes. This should be done prior to the start of each year.

Fees (Policy and Regulation 6231, Textbook Usage):

There will be no student fees to cover the cost of textbooks, workbooks, library books, technology or laboratory fees (with the exception of online courses and non-routine curriculum). Normal wear and tear is expected. Malicious damage, writing in or losing a textbook, library book or electronic device is grounds for assessing up to the full replacement cost to the individual student. Grades and credits will be withheld until payment is made.

FERPA Policies:

The Family Educational Rights and Privacy Act (FERPA). FERPA, U.S. Code (20 USC 1232g). FERPA requires schools and local education agencies to annually notify parents of their rights under FERPA. Parents may inspect and review records and, if they believe the records to be inaccurate, they may seek to amend them.

FERPA gives both parents, custodial and noncustodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights. When students reach the age of 18, they become "eligible students" and rights under FERPA transfer to them. However, parents retain access to student records of children who are their dependents for tax purposes.

PERSONAL NOTES MADE BY TEACHERS AND OTHER SCHOOL OFFICIALS THAT ARE NOT SHARED WITH OTHERS ARE NOT CONSIDERED EDUCATION RECORDS. Information about disciplinary actions taken against students may be shared, without prior consent of the parent, with officials in other education institutions. The complete FERPA policy is on file in the superintendent's office. See the Principal for more information on FERPA Policies.

Grading Scale - Grades 1-12:

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

Teachers may have valid reasons and/or methods of giving credit which do not fit the recommended scale. If so, teachers will inform students of any variations from the recommended grading scale.

Guidance Program:

A Guidance Program is designed to help students acquire competencies in Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development. The K-12 Guidance Curriculum includes classroom activities, small group sessions, and individual counseling. Students and parents may schedule appointments by contacting the school counselor for assistance with educational planning, assessment interpretation, career/college, study skills, home and/or social concerns, referrals, and other needs.

Harassment, Nondiscrimination and Student Rights (Policy & Regulation 2130):

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities,

including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

Honor Roll:

To qualify for the Honor Roll, an individual must be a full-time student and have no grade below a B-. The High Honor Roll requires at least an A- (3.6667) average of all classes for the quarter. The Regular Honor Roll requires a B (3.00) average of all classes for the quarter.

Illness:

Parents are requested to make sure the school is aware of any health condition their child might have. (i.e. asthma, diabetes, heart condition, etc.)

Parents will be called to pick up their child from school when:

1. The student has a temperature of 100 degrees or higher.
2. The student has vomited.
3. The nurse designee and/or administrator determine it advisable.

We do understand that students get sick and we encourage them to stay home if they are ill. Questions about how long a child with a communicable disease (chicken pox, impetigo, etc.) should stay home should be directed to your physician or County Health Department.

Below are some guidelines to follow if your child appears to be ill:

Fever: Please keep your child home if he/she has a fever of 99.6 or higher without the intervention of fever reducing medicines.

Vomiting/Diarrhea: You should keep your child home if they are vomiting or have diarrhea.

Strep Throat: If your child has a sore throat, fever, swollen glands, or a foul odor from the

mouth, see a physician. If the diagnosis is strep throat, your child may return 24 hours after the first dose of prescribed antibiotics.

Ear/Sinus Infection: These are not contagious. The child can attend school as long as there is no fever, vomiting, or diarrhea.

Conjunctivitis (pinkeye): This is very contagious and is spread by the fingers when contaminated from the infected eye.

Skin Infections: Impetigo, ringworm, and scabies are spread by direct contact. These conditions are usually treated with topical medications. If a child is diagnosed with scabies, the child may return the day after treatment has started. With impetigo, the child may return if currently under treatment and the lesions are covered. If ringworm of the body is diagnosed, exclusion from school is not necessary if clothing covers the student's lesions. If the ringworm is on the scalp, the student may return 24 hours after the treatment is started. A skin rash may be an indicator of a different contagious disease. A decision will be made by the teacher/administrator regarding dismissal from school and a parent will be notified. In some cases, a doctor's note may be needed to be allowed back into school.

Immunizations:

Schools are required by law to achieve 100 percent compliance with immunizations. You may want to check with your physician or the health department to be sure full protection has been provided. Students must be in 100 percent compliance by the first day of school. Students in noncompliance will not be admitted to class. If your child receives immunizations of any kind, please send record of this to the school office.

Head Lice:

Students who have been infected with head lice will be sent home and will not be allowed to return for 24 hours. During that time the student should be treated with the proper head lice shampoo, all nits should be removed, clothing (including coats), bedding, and pillows should be washed and dried in a hot drier, and mattresses and furniture should be sprayed with proper sprays. The school will also check all siblings upon returning to school, the child must be accompanied by a parent/guardian or relative and will be rechecked. The student will only be allowed to return to class when they are found to be nit free and evidence of proper treatment has been presented to the school. The student will be reexamined in 6 to 10 days. Accurate records of students infected with head lice will be kept by the school administrators.

Please report any suspected cases to the school so that the school can take the necessary precautions.

The discovery of head lice on students will activate the following policy:

1. When and if head lice/eggs are discovered on any student in the school district, all siblings of the infected student will also be checked.

2. If the nurse designee or a teacher should discover head lice/eggs on a student in the classroom, the parent of that student will be notified, and the student will be removed from the classroom and from school.
3. The nurse designee will instruct the parents concerning various shampoos and sprays that can be purchased for the head lice/eggs, and will also provide information concerning necessary procedures to be taken in the home to ensure that the head lice are eradicated.
4. To be readmitted to school a student must be accompanied by a parent/guardian or relative, and must be examined by the nurse designee. If eggs are still present, the student will be sent home until the eggs are removed from the hair. Students may return to classes only after they are found to be nit free and evidence of proper treatment has been presented to the school.
5. Within six to ten days after being readmitted to school, the student will be examined again by the nurse. If at that time head lice/eggs are found, parents will again be called and re-instructed concerning treatment of the head lice/eggs.
6. The school will keep accurate records of students infected with head lice/eggs. From these records, the school will determine the infected individuals who could possibly be the carriers of the head lice.
7. It will be the responsibility of the nurse to examine a student who is possibly infested with head lice or eggs, and to recommend his or her removal from school, if warranted. The nurse designee is also responsible for recommending readmission of the student after treatment is completed.

Inclement Weather/Early Dismissal:

In the event that school is dismissed early, a parent or specified responsible adult will need to pick up your child. Dismissal for inclement weather or school closing will be announced through text alert (free sign up at www.onlinefarmersbank.com) and KAAN radio station. Early dismissal will be at 11:30 am unless otherwise notified

Juveniles and the Law:

The state legislature has mandated students must be informed of their rights as juveniles. You will find a copy of the pamphlet Juveniles and the Law that is published by the Missouri Bar at www.mobar.gov.

Lockers:

Fifth and Sixth graders will be assigned by the principal and will only be access during specified times. Most school supplies will be stored in the classroom. The lockers are school property and must be easily accessed by school officials.

Medication:

Written permission from a parent/guardian must accompany all medications and herbal supplements, prescription or over the counter, that are administered to our students during school. This includes ibuprofen or acetaminophen. The district will administer prescription drugs upon the written request of the parent, provided medication is brought to school in a prescription bottle that contains the student's name, name of the drug, dosage, frequency of administration, how the medication is to be given and the doctor's name. All medications must be turned over to the office and will be administered from the office. A physician 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/her own medication as part of learning self-care. The school may permit such a student to self-administer medication by way of a metered-dose inhaler, provided that the conditions set forth in state law have been met. For all medications administered, the school office will maintain a record documenting the student's name, date, time, name of medication, reason for administration, dosage administered, and effect of medication and signature of the individual who administered the medication.

No Child Left Behind Act of 2001:

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), 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 qualifications 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 parents may request, districts must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- 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.

Open House:

An Open House will be scheduled prior to the first day of school.

Parent-Teacher Conferences:

Parent Teacher Conferences are scheduled for the end of the first and third quarters. These conferences are to be held between parent and the teacher. The student may be involved in the conferences. The parent or teacher may ask for a conference at any time throughout the year by appointment.

Parties/Treats:

Three parties will be celebrated during the school year; Halloween, Christmas and Valentine's Day. Room parents will be notified in advance of the times and dates of the parties that they have signed up for.

Pop Machine:

Pop machines are not to be accessed by students during the school day. Students are not to have pop in the classrooms unless prior approval is given for a special event.

Progress Reports:

Grade reports will be sent home mid-term and the end of the quarter. Parents may access grades at any time through the Lumen Parent Portal. Parents may contact the office to get a login and password. Mid-terms will be sent home for any student with a C- or lower.

Promotion and Retention of Students (Policy and Regulation 2520):

The Board acknowledges that the awarding of marks and decisions relative to promotion or retention of students is the sole and serious responsibility of the teaching staff and administration. It is the policy of this Board to support its professional staff in the execution of this duty. 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. Each case will be evaluated on its own merit. Parents will be counseled about the possibility of retention as soon as conditions for retention appear. Parents/guardians who wish to appeal the decision for retention 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 weeks after the close of school. School administration and classroom teachers shall make the final determination.

Reading Levels and State-Mandated Retention (Policy & Regulation 2520):*Third Grade Students*

Third grade students who cannot demonstrate a reading level at or above the third grade level will be administered a reading assessment within forty-five (45) days of the end of

their third grade year.

If this assessment reflects that the student is reading below the second grade level, the District will design and implement a reading improvement plan for the student's fourth grade year. The reading improvement plan must include a minimum of thirty (30) hours of additional reading instruction or practice outside the regular school day during the fourth grade year. In addition, the District may require the student to attend summer school for reading instruction as a condition of promotion to the fourth grade.

Fourth Grade Students with Reading Improvement Plans

Within forty-five (45) days of the conclusion of the fourth grade year, the District shall administer another reading assessment to those fourth grade students for whom reading improvement plans had been designed.

If this assessment reveals that the student is reading below a third grade level, the student shall be required to attend summer school to receive supplemental reading instruction. At the conclusion of summer school, the student shall be given another reading assessment. If the student is still reading below third grade level, the student shall not be promoted to fifth grade.

Students shall not be retained more than once on the basis of their inability to satisfy the third grade or fourth grade reading standards. However, the District may, at its discretion, retain any student with a reading improvement plan who has not completed summer school for supplemental reading instruction.

Fifth and Sixth Grade Students

The reading assessment process shall be repeated on a yearly basis through the end of students' sixth grade years, accompanied by a corresponding increase in the required reading level.

The reading assessment process will also be applied to students who initially enter the District in grades four, five or six and who have been determined to be reading below grade level.

The permanent record of students who are determined to be reading below the fifth grade level at the end of the sixth grade shall carry a notation stating that the student has been unable to meet the minimal reading standards. That notation will be removed from the student's record once the District determines that he or she has met the standards.

Exceptions

The following students are exempt from the reading assessments:

1. Students receiving special education services under an Individualized Education Program (IEP) pursuant to §162.670, RSMo.
 2. Students who are receiving special education services pursuant to Section 504 whose service plan includes an element addressing reading.
 3. Students who have limited English proficiency.
 4. Students who have insufficient cognitive ability to meet the reading requirements.
- However, a reading improvement plan shall be provided for these students in accordance with law.

Right of Appeal:

Students have the right of appeal for any ruling or disciplinary action. The procedure of appeal is from the supervisory personnel to the principal to the superintendent to the school board.

Recess Dress:

Students will be outside during recess unless the temperature or weather is not suitable. It is the responsibility of the parent to see that their child is dressed for the weather.

Recess Playground Rules:

1. Use equipment as designed (sit only on teeter-totter; swing forward and back).
2. Do not jump out of swings or off any equipment or push others off equipment.
3. Only go down the slide sitting on bottom, one person at a time.
4. Pick up all equipment and return inside at the end of recess.
5. Ask for permission before going across road to retrieve equipment.

Searches:

Parking lots, vehicles, student lockers, bathrooms, and any other areas that may exist are public property. Hence, these locations may be searched. School officials are authorized to conduct searches within reasonable limits.

Any student may be searched if “reasonable suspicion” exists that laws or rules may have been broken. If illegal, unauthorized, or contraband items are found, these items will be removed from the student. In case of drugs, the proper law enforcement will be notified. If the student refuses the search or if the student refuses to present the contents of his/her person or possessions, parents and/or law enforcement will be contacted.

In some circumstances, teachers or other personnel will wish to search a student whom they believe to be in possession of drugs. The Supreme Court has stated that searches may be carried out according to "the dictates of reason and common sense." The Court has recognized that the need of school authorities to maintain order justifies searches. Thus, the courts held in

1985 that school officials, unlike the police, do not need "probable cause" to conduct a search, nor do they need a search warrant.

Under the Supreme Court's ruling:

School officials may institute a search if there is "reasonable suspicion" to believe that the search will reveal evidence that the student has violated either the law or the rules of the school. The extent of the permissible search will depend on whether the measures used are reasonable related to the purpose of the search and are not excessively intrusive in light of the age and sex of the student.

School officials are not required to obtain search warrants when they carry out searches independent of the police and other law enforcement officials. A more stringent legal standard may apply if law enforcement officials are involved in the search.

When it is deemed necessary for the school officials to search a vehicle, an attempt will be made to contact a parent or guardian prior to the search.

Special Services:

Special educational services are available to students with an approved IEP. Scheduling for such students may include courses taught in the special education room, the opportunity to use these services as a resource for extra help when needed, modified regular education, or any other special service that is stated in the IEP. A team, which includes special services instructors, classroom teachers, parent/guardians, the student, principals, and guidance counselor, shall be consulted during scheduling procedures.

Student Appearance:

It is an expectation that our students keep themselves well-groomed and neatly dressed at all times. Parents can often be the best determinant of appropriate student appearance. We ask that parents help take responsibility for teaching their students the difference between appropriate and inappropriate social appearance. Teachers and staff members will immediately address inappropriate dress with the student, allowing the student the opportunity to fix the problem.

1. Any form of dress, hairstyle, or body decoration which is judged to be disruptive to the educational process will not be permitted.
2. Apparel combinations of tops and bottoms must be so that midriff, lower-back, and cleavage are not exposed.
3. Spaghetti straps, see-through/opaque tops, and/or any shirt or pants that have been altered, ie: cut-off sleeves, will not be worn unless covered appropriately or appropriate clothing is worn underneath the garment.
4. No portion of a student's undergarments may be exposed.
5. Clothing with holes in inappropriate places is prohibited.

6. Clothing, jewelry and personal belongings that indicate membership in or affiliation with, or support of any gang are not permitted.
7. No heavy chains or swags may be worn.
8. Caps, hats, hoods, bandanas, or other types of headgear are prohibited unless for a pre-approved activity.
9. Sunglasses are prohibited.
10. Heavy jackets and coats should be removed upon arrival and put in assigned locker.
11. Shorts and skirts should reach mid-thigh or longer.
12. Clothing will be kept in the office and may be used in the event a student needs to change.

If you are not sure if your clothing is acceptable, check with the principal or do not wear it to avoid possible consequences.

Student Assessment Plan:

A Comprehensive Assessment Plan includes tests and inventories for Grades PK-12 with results being used for curriculum revision, health referral, education & career planning and college preparation, Individual Educational Plans, and promotion/retention concerns.

Academic/Career instruments used and grade levels include the following: Missouri Assessment Program: Grade Level Assessments (Grades 3-8) and End of Course Exams (Grade 9-12), Health Screenings (PK-12), Missouri Connections & Career Interest Inventories (Grades 4-12), ASVAB (Grades 10-12), PLAN (Grade 10), PSAT (Grades 10-11), ACT (Grades 10-12), SAT (Grades 11-12), STAR Reading Test (Grades 2-12), DIBELS (Grades K-6),. Additional instruments are used for special services and other individualized educational programs. For more information contact the Ridgeway R-V School Test Coordinator.

Student Educational Records (Policy and Regulation 2400):

Any parent or guardian who wishes to review their child's file may do so. Requests to review should be made through the office of the principal. The release of records to any outside agency will be made only with the authorization of the parent or guardian.

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

Surrogate Parent Program:

Pursuant to the requirements of state law 162.997-999 RSMo, the State Board of Education is required to appoint a surrogate parent at such time as it becomes evident that a child with a disability does not have a parent or a person acting as a parent to participate in matters dealing with the provision of special education. For purposes of surrogate parent appointment, "parent" is defined as a biological parent, a guardian, or a person acting as a parent of a child including, but not limited to, a grandparent, a stepparent, or a foster parent with whom the child lives. The term does not include the state if the child is a ward of the state. The term does not include a person whose parental rights have been terminated.

The local school district is given the responsibility to determine when a child with a disability who requires special education and who resides in the district is without a parent. The district must notify the Missouri Department of Elementary and Secondary Education of the need to appoint a surrogate parent. Training for persons serving as surrogate parents will be provided by the Missouri Department of Elementary and Secondary Education and the district.

If you are interested in volunteering to serve as a surrogate parent, more information can be obtained from the District's surrogate parent contact person - the person responsible for the district's special education program.

Telephones:

The classrooms have telephones for school use and as a safety measure for the school. They are not to be used by students without the specific consent of a school employee. Prank phone calls in the school will result in detention and/or suspension. Students will only be called to the phone during class time in the case of an emergency. Incoming calls from parents will be

delivered to the students at the end of their class period. Outgoing calls by students will be limited to important messages only and must be approved.

Visitors:

Parents and patrons are always welcome. All visitors must be approved by the school principal and individual classroom teachers. During school hours, 7:30-3:30, all visitors must report to the school office upon entering the building. Parents wishing to speak with a teacher or visit a classroom must make an appointment with the teacher.

Withdrawal from School:

Withdrawing students must turn in all books and settle all accounts at the school before records will be forwarded to the new school.

FOOD SERVICE PROGRAM

Lunch/Breakfast Prices:

<u>Lunch</u>		<u>Breakfast</u>	
Preschool-8th Grade	\$1.85	Preschool-12th Grade	\$1.25
9th-12th Grade	\$1.90	Reduced	\$.30
Reduced	\$.40	Adults	\$2.00
Adults	\$3.00		

Milk \$.25/carton

Breakfast/Lunch money may be paid in the office before or after school. If a student has a negative balance exceeding \$20, he/she may be given an alternate meal.

A La Carte:

A la carte will be charged by item. Entrée is \$1.00, a side is \$0.50, and milk is \$0.25. These charges apply to all students including those that are in the free and reduced categories. A la carte may be purchased separately at the office. A la Carte items may only be purchased after the purchase of a meal. Students must report to the lunch count supervisor to gain approval for extra purchases of food or milk.

Daily menus may change at times without notice.

Lunchroom Etiquette:

The lunchroom is a place for breakfast and lunch as well as a place to develop proper manners. Students are expected to act with acceptable conduct.

1. Observe good dining room manners at the table and in the dining room

2. Leave the tables and surrounding area clean.
3. Replace chairs and put trash in proper containers.
4. Do not leave the cafeteria while eating food or without permission.
5. Students will be dismissed by the supervising teacher to dump trash and return trays and silverware.
6. Students may use the restroom with teacher/supervisor permission.

All students will eat in the lunchroom. Leaving or ordering out will not be allowed. Parents are not allowed to deliver take-out food to students. Students will either eat the school lunch or bring a lunch from home. Students are required to remain in the lunchroom during their lunch period.

Free and Reduced Meals (Policy 5520):

The District will participate in the national school lunch program. Eligible students will be identified for participation in the free and reduced-price lunch program based upon federal and state guidelines. Information concerning the eligibility standards will be distributed annually at registration. The identification of student participants in the program will be confidential with such information disclosed to staff members on a strict need-to-know basis.

STUDENT CONDUCT

General Classroom Rules

1. Only one person may be out of the room at a time and must have a hall pass.
2. Students should be in their seats when the bell rings.
3. Students should respect school property and other people's property.
4. Students should be responsible and bring necessary supplies to class.
5. No profanity or improper sexual innuendoes will be tolerated (verbal, visual, or written).
6. Students shall not throw things in the classroom.
7. Every student's right to learn and the teacher's right to teach will be respected.
8. Restroom and drink breaks shall be taken between classes. Cafeteria restroom will be used during lunch.
9. Do not sit on tables, chair-desks, etc.
10. Only teachers will adjust the thermostat and window blinds.
11. Put chairs back into place as you are leaving the classroom.
12. Do your best!

All students are subject to and can be held accountable for any improper conduct during school hours and at all school activities by any personnel of the school district. Additional

classroom rules and discipline policies are determined by the classroom teacher. If a student is sent to the office, the principal will determine the level of discipline. Please review Appendix D for more discipline information.

Profane, threatening, or abusive language toward staff and other students is forbidden. Any student who is guilty of habitual truancy, insubordination, fighting, possessing weapons, willful destruction of school property, as well as the other offenses already stated, will be liable for the consequences listed in the Student Discipline Policies.

Students who deface or damage school property shall be required to pay full damages.

The classroom teacher will deal with students involved in cheating in the classroom. The teacher will inform each class of the rules and punishment for cheating.

Discipline (Policy 2600):

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. 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 up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

Discipline- Drug Free Schools (Policy 2641):

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide an age-appropriate, developmentally-based drug and alcohol education and prevention program for all students in all grades of the schools operated by the district.

All students and employees may obtain information concerning drug and alcohol counseling and rehabilitation and reentry programs from the Ridgeway R-V Counselor. Other area organizations that are available for counseling, rehabilitation, and additional information are listed in the Resource Directory located at the back of this handbook.

All parents, students, and employees are annually given a copy of the standards of conduct and the statement of disciplinary sanctions. Compliance with the standards of conduct is mandatory for all students and employees of Ridgeway R-V School District

Discretionary Judgement:

The Ridgeway R-V Board of Education understands that situations may vary greatly according to exact circumstances, the intent of all parties involved, and the extent of cooperation obtained from both the parents and the students in each disciplinary action. Administrators and teachers are given certain discretionary powers to vary from the policy if circumstances warrant and are empowered to make any additional rules as necessary to ensure good order where no rules exist.

Detention:

School personnel may assign a detention for disrupting class, excessive tardiness or other warranted conditions. The length of the detention will be 30 minutes before or after school. Detention will be held 7:15-7:45 AM or after school from 3:00-3:30 PM. Students who fail to serve detention will make up the detention and will be assigned a day of ISS.

1. All detentions will be 30 minutes long.
2. Teachers will monitor students the entire detention period.
3. Detentions will take precedence over extra-curricular activities.
4. Students will work on material given by the detention monitor or on other approved assignments only.
5. A student in detention will not talk, drink, eat, sleep or listen to music during the detention period. Cell phones and other electronic devices will not be used during detention.
6. Parents of students who are assigned detention can request a postponement only one time from an administrator at the time of the phone call.

7. If a student fails to appear for detention they will be assigned an ISS in addition to completing the original detention. Students who miss a second time without consent will be assigned multiple days of ISS.
8. Detention days will be set by the school. Students will be notified of the day to serve when the detention is assigned.
9. After the third detention in a semester an immediate ISS will be assigned.
10. If a detention is not served when assigned, the parent will be called immediately by the principal to set up the corrective detention date and time.

The detention process will be as follows:

1. Student is assigned a detention.
2. Detention form will be completed by the referring staff member.
3. Referring staff member will notify parents of detention time and date (morning or after school).
4. Student and referring school staff member will receive a copy of detention form.
5. The detention teacher will get a copy of the form and an email list of students assigned to detention.
6. Detentions served-teacher reports back to office of students served or not served.
7. Students not serving will be re-assigned with an additional ISS and parents contacted immediately.
8. For any re-assigned detention not served, the student will be subject to ISS or other consequences.

In-School Suspension (ISS):

Students' assigned in-school suspension (ISS) shall report to the principal immediately upon arrival at school. In school suspension (ISS) shall consist of complete isolation from the student body for the period of time set by the administrator. Each student placed on in-school suspension shall be responsible for completing assignments from each teacher. Credit shall be given for work completed by a specified time. Those assignments will be given to the principal at each day's end. Students will not be permitted to be in the company of other students throughout the in-school suspension period. Cell phones and other electronic devices will not be used during suspension.

Out-of-School Suspension (OSS):

Students' assigned out-of-school suspension (OSS) are not allowed on school property during the suspension period unless they and their parents have an appointment with the administration. OSS shall consist of removing a student from the school setting. Parental contact should be made to complete the out-of-school suspension process. Students serving out-of-school suspension are expected to complete ALL homework assigned to them during the

suspension period. They will receive a maximum of 70% credit for all completed work, which is turned in upon their return to school. Work not completed will receive a grade of zero.

Violations Subject to Discipline:

ALCOHOL AND DRUGS (USING, POSSESSION, SELLING) ON SCHOOL GROUNDS OR AT SCHOOL SPONSORED ACTIVITIES

1. Any student participating in an extracurricular activity will be suspended from the said activity if the student is found to be in possession of, using, or under the influence of alcohol, or is found using a tobacco product at a school activity. THE PROPER LAW ENFORCEMENT WILL BE NOTIFIED IN CASE OF DRUG OR ALCOHOL ABUSE.
2. Any student found to be in possession or using a controlled drug or alcohol on school property or at any school-sponsored activity will be liable to suspension. If the said student is using tobacco products on school property or at any school activity the same punishment exists. THE PROPER LAW ENFORCEMENT WILL BE NOTIFIED OF DRUG OR ALCOHOL ABUSE.
3. The use of drugs, alcohol, and tobacco products on school grounds and at school-sponsored activities is prohibited.

Parents and proper law enforcement will be notified. Students participating in an extracurricular activity will be suspended from the activity.

Students K-12 are now required by federal law to participate at every grade level in drug and alcohol prevention programs. Information concerning drug and alcohol counseling and rehabilitation may be obtained from the Ridgeway R-V counselor. Area organizations that are available for counseling rehabilitation and additional information are listed in the Resource Directory located at the back of this handbook.

Misconduct and Disciplinary Consequences (Policy 2610)

All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

Tardy:

Students must be in their seats by the time the bell rings or be counted tardy. Students are allowed three tardies per semester. On the fourth tardy of the semester they will receive a detention. Subsequent tardies may result in ISS or OSS.

NETWORK AND COMPUTING SYSTEMS POLICY

A copy of the Network and Computing System Policy for students is included at the end of this handbook in Appendix C. The policy will be included in the registration packet. All registration forms including this one must be signed and returned to the school office prior to the first day of school, or the student will not be allowed to use any computer in the district until all enrollment packet documents are signed and received in the school office.

ALL USER ACCOUNTS WILL BE MONITORED

AT NO TIME WILL A STUDENT BE ALLOWED ACCESS TO A FACULTY OR STAFF COMPUTER! Students accessing a faculty/staff computer shall have immediate disciplinary action as outlined in the Network and Computing System Policy. A written administrative reprimand will be issued to faculty members/staff allowing student access to a faculty/staff computer.

Technology Possibilities:

Access to the Internet will enable students to explore thousands of libraries, databases, and museums around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, inaccurate, or not age appropriate. The purpose for the use of the Internet is for assignments which support learning and teaching, promote the district's goals and objectives and advance the mission of the district. The school believes the benefits to students from access to the Internet in the form of information and resources and opportunities for collaboration exceed the disadvantages. Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources; therefore, we support and respect each family's decision whether or not to apply for access to the Internet.

To gain access to the Internet, all students must obtain parental permission as verified by the signatures on the policy form. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing.

General Computer Usage Rules:

Accessing websites such as: Facebook, MySpace and instant messaging **are prohibited.**

Inappropriate materials or language and communication – A student may not locate, transmit, receive, store, or print files or messages that are profane, obscene or that use language that is offensive or degrading to others. Should students encounter such material by accident,

they should report it to their teacher. E-mail and chat rooms are not permitted at the Ridgeway R-V School.

Illegal copying – Students should never copy, download or install any programs unless they have written permission from the Network Administrator. Students should never copy other people's work or intrude in other people's files.

Plagiarism – Plagiarism is illegal and will not be allowed. Punishment is an automatic zero on any material.

Privacy – Network storage areas may be treated like school lockers. Network administrators may review activities to maintain system integrity that insure students are using the system responsibly.

Commercial Use – Students may not offer, provide, or purchase products or services through the school's computer network.

Personal Safety – Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone number, school address, work address, etc.

System Security – Students are responsible for their own individual account and should take all reasonable precautions to prevent others from being able to use it. Under no conditions should a student provide their password to another person.

Illegal Activities – Students will not attempt to gain unauthorized access to the Ridgeway R-V School computer system. This includes attempting to log in through another person's account or access another person's files.

Computer Settings – Students will not change display properties or any computer configurations.

Computer Lab Rules:

Use of the technology in the building is a privilege. Students assigned to an out-of-school suspension may not use the lab or other computers after school on the days they are assigned to OSS. Students on academic probation or suspension may only use the lab for assigned classroom activities.

ABSOLUTELY NO EQUIPMENT IS TO BE MOVED OR REMOVED FROM THE LAB.

1. **LAB HOURS:** Normal lab hours will be 7:45 AM to 3:30 PM Monday through Friday. Other hours may be arranged.
2. **SOFTWARE INSTALLATION:** Software will be installed only by a qualified staff member.
3. **FUNDAMENTAL COMPLIANCE RULES:** Infractions of these rules are considered serious. Loss of lab privileges will result on the first offense.

- a. Only school software will be used. No individually owned software may be used. No non-academic games will be approved for use. No student may "download" from the Internet.
- b. Use only your own disk. Unauthorized use of another's disk is prohibited. Only faculty members are authorized to distribute disks.
- c. Only faculty members may change the setup configuration. No student should ever be in the "Control Panel" area.

PENALTY:

1st Offense - 3 weeks loss of privileges

2nd Offense - 6 weeks loss of privileges

3rd Offense - expulsion from lab use for the remainder of the semester or a minimum of 9 weeks.

4. COURTESY RULES

- a. No gum, food, or drink allowed in the computer lab.
- b. Conversation should be kept to a minimum so as not to disturb others.
- c. Manuals to their proper locations.

PENALTY:

4 courtesy offenses of any kind equal 1 week loss of privileges.

Appendix A:

Civil Rights, Title IX, Section 504 (Policy & Regulation 1310)

It is the policy of the District to process all grievances in a fair and expeditious manner, which the intent of resolving them in a mutually agreeable manner. This policy and regulation do not pertain to the identification, evaluation or placement under Section 504. These topics are addressed in Policy/Regulation 2110 & 6250.

Section 504 and Title IX Coordinator: Aaron Lewis, Principal
305 Main Street, Ridgeway, MO 64481
660/872.6813 phone
660/872.6230 fax

GENERAL PROVISIONS

The Coordinator shall receive complaints, actively and independently investigate the merit of those complaints, and assist the parties in resolution of those complaints. The Coordinator may be utilized as a resource by any party at any level of the grievance procedures.

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with Ridgeway R-V School District have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX or Section 504.

Relevant records shall be made available to the grievant to the extent appropriate under the particular circumstances of the specific complaint and as permitted by law.

The grievance procedures herein do not deny the right of the grievant to file formal complaints with other appropriate state or federal agencies, such as the Missouri Human Rights Commission, United States Department of Education office for Civil Rights, or the Equal Employment Opportunity Commission (employees only). Similarly, these procedures do not deny any right of the grievant to seek private counsel for complaints alleging discrimination.

In most instances involving a student under eighteen years old, the student's parent/guardian should participate in the hearing and resolution process.

No student or employee of the District shall intimidate, harass or retaliate against any person filing a grievance or any person participating in the investigation or resolution of a grievance.

If a grievance is taken to the Board of Education for a formal contested hearing, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, to cross-examine witnesses called by the opposing party, and to submit documentary evidence into the record.

TITLE IX GRIEVANCE PROCEDURE

Level 1: Principal or Immediate Supervisor- Employees claiming sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student or parent with a sex discrimination complaint may discuss it with the teacher, counselor, or building administrator involved.

Level 2: Title IX Coordinator- If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance, it may be formalized by filing a complaint in writing on a Compliance Violation Form. This form may be obtained from the Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within fifteen (15) working days from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX Coordinator shall investigate the complaint and attempt to solve it. A written report from the Coordinator to the complainant regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Superintendent- If the complaint is not resolved at Level 2, the grievant may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Title IX Coordinator. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

Level 4: Board of Education- If the complaint is not resolved at Level 3, the grievant may proceed to Level 4 by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant will be notified in writing of the decision within ten (10) working days after the Board of Education action.

The procedure in no way denies the right of the grievant to file a formal complaint with the Missouri Civil Rights Commission, the Office for Civil Rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

SECTION 504 GRIEVANCE PROCEDURE

The procedures below must be utilized with regard to discrimination claims under Section 504. Claims relating to identification, evaluation, or educational placement must be challenged using the procedures outlined in Policy and Regulation 2110.

Level 1: Building Administrator (Informal and Optional - may be bypassed by Grievant)- Many problems can be solved by an informal meeting with the parties and the building administrator. An individual with a complaint is encouraged to first discuss it with the teacher, counselor or building administrator involved, with the purpose of resolving the matter promptly and informally. Similarly, employees with a complaint are encouraged to first discuss the complaint with the building principal or immediate supervisor.

Level 2: Section 504 Coordinator- If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance with the Section 504 Coordinator. The written grievance must be filed with the Coordinator within fifteen (15) days of the event or incident giving rise to the grievance, or within fifteen (15) days of the date the grievant could reasonably have become aware of the event or incident. Extensions of the fifteen- (15) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require.

The written grievance should include the following information:

1. The nature of the grievance - what is the event, incident or circumstance that is the reason for the complaint.
2. The remedy requested - what would the grievant like to see happen if the Coordinator were to sustain the grievance.
3. The grievant's signature and the date of the grievance.

The Coordinator shall have the authority to investigate all written grievances. The Coordinator may request that an independent investigator, who is not an employee of the District, be assigned by the District to conduct the investigation. When possible, the Coordinator shall work toward resolution of the grievance. This resolution shall be reduced to writing and signed by all parties. If the parties cannot agree on a resolution to the grievance, the Coordinator shall complete the investigation and make a determination regarding the merits of the complaint. The Coordinator shall notify the grievant and the Superintendent in writing of his/her determination within fifteen (15) days after receipt of the written grievance. The fifteen (15) days may be extended (1) at the request of the grievant, (2) with consent of all parties, or (3) if the Coordinator is on vacation or is otherwise unavailable during the fifteen- (15) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance have merit, the Coordinator shall make a recommendation to the Superintendent as to the appropriate action to be taken by the District. If the Superintendent agrees with the recommendation of the Coordinator, the grievance will be sustained, and the recommended remedial action will be implemented. The Superintendent may sustain the grievance, yet modify the recommended remedial action. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is otherwise unavailable during the five- (5) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance are without merit, the Coordinator shall make a recommendation to the Superintendent that the grievance be denied. If the Superintendent agrees with the recommendation of the Coordinator, the grievance will be denied. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is otherwise unavailable during the five-(5) day period due to an emergency or other unforeseen circumstances.

If the Superintendent disagrees with the recommendation of the Coordinator, whether sustaining or denying the grievance, the Superintendent shall state his/her reasons for disagreeing with the recommendation in writing, set out his/her conclusions and the reasons therefore, and notify all parties of

the decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is other unavailable during the five-(5) day period due to an emergency or other unforeseen circumstances. If the Coordinator or Superintendent is alleged to have violated this Policy, the grievant may request to bypass the respective individual.

Level 3: Board of Education- Any party aggrieved by the decision of the Superintendent or in disagreement with the proposed remedial action may make a written appeal to the Board of Education. Such written appeal shall be filed in writing with either the Superintendent or the Secretary of the Board of Education. Such written appeal must be filed within ten (10) days of receipt of the decision of the Superintendent. Extensions of the ten- (10) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require. Upon receipt of a written appeal, the District shall place the grievance on the agenda of the next meeting of the Board of Education following the fifth day after the appeal is received, or at such Board meeting thereafter as may be agreed upon by the parties.

At the hearing before the Board, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, cross-examine witnesses called by the opposing party, and to submit evidence into the record.

The Board shall render its decision within thirty (30) days. The Board shall report its decision in writing. All parties shall receive a copy of the decision.

The hearing before the Board of Education shall be considered a contested case for purposes of Chapter 536, Revised Statutes of the State of Missouri.

Level 4: Circuit Court- Any party aggrieved by the decision of the Board of Education may appeal the decision to the Circuit Court of the County, in accordance with Chapter 536, Revised Statutes of the State of Missouri, or to the applicable federal court.

Other Options- At any time during the grievance process, a grievant may file a complaint with the United States Department of Education, Office for Civil Rights (Kansas City, Missouri) or the Missouri Commission on Human Rights. Employee grievant may also file a complaint with the Equal Employment Opportunity Commission.

Appendix B:

Public Notice

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

The Ridgeway R-V School District assures that it will provide information and referral services necessary to assist the state in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

The Ridgeway R-V School District has developed a Local Compliance Plan for implementation of state regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed anytime Monday through Friday during school hours.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth through age twenty-one (21) that reside in the district. This census is compiled by December 1 each year. This information is

treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact the Ridgeway R-V School District.

This notice will be provided in native languages as appropriate.

Appendix C:

Technology

A. Introduction

Internet Safety Policy (Policy 6320)- It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include Internet, cell phones, text messages, chat rooms, email and instant messaging programs. (See also Policy 6116 – State Mandated Curriculum – Human Sexuality).

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the principal or designated representatives.

Internet Usage (Regulation 6320)

Personal Responsibility

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

Acceptable Use

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other

users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. ***E-mail files are subject to review by District and school personnel.*** Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in "hacking" are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to "inappropriate matter" which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions. Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

Internet Access

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254, the District uses technological devices designed to filter and block the use of any District computer with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined by CIPA and material which is otherwise inappropriate for District students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a District student or employee feels that a website or web content has been improperly blocked by the District's filter and this website or web content is appropriate for access by District students, the process described below should be followed:

1. Follow the process prompted by the District's filtering software and submit an electronic request for access to a website, or:
2. Submit a request to the District's Superintendent/the Superintendent's designee.
3. Requests for access shall be granted or denied within three days.
4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School District's Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.
5. In case of an appeal, the Board of Education will review the contested material and make a determination.
6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a District student or employee feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or "harmful to minors" as defined by CIPA or material which is otherwise inappropriate for District students, the process described set forth in Regulation 6241 should be followed.

Adult users of a District computer with Internet access may request that the “technology protection measures” be temporarily disabled by the chief building administrator of the building in which the computer is located for lawful purposes not otherwise inconsistent with this Policy.

Privileges

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

Network Etiquette and Privacy

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

Services

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused

by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

Security

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

Vandalism of the Electronic Network or Technology System

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

Consequences

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

Appendix D:

Discipline Matrix

Offense	1st Violation	2nd Violation	3rd Violation	Continuing Violations
Alcohol/Drug Possession or Representation Thereof	5-10 days OSS Authorities notified Recommended for long term suspension	10 days OSS Authorities notified Recommended for long term suspension	Recommended for expulsion Authorities notified	Recommended for expulsion Authorities notified
Cheating/Plagiarism	Verbal warning-0 score	1 day ISS – 0 score	2 days ISS – 0 score	1-5 days ISS – 0 score
Disrespect/Insubordination to students	1-3 days ISS	2-6 days ISS	1-5 days OSS	2-10 days OSS
Disrespect/Insubordination to teacher/staff	2-3 days ISS (Parent conference w/ teacher/principal)	3-6 days ISS (Parent conference w/ teacher/principal)	2-5 days OSS (Parent conference w/ teacher/principal)	3-10 days OSS (Parent conference w/ teacher/principal)
Driving or riding to/from Vo-Tech without permission	1 day ISS	2 days ISS	Removal from program	
Failure to obey a reasonable request by school personnel	1 day ISS	3 days ISS	1-5 days OSS	2-10 days OSS
Fighting or physical contribution to a fight	Sent home – 3 days OSS JO notified	Sent home – 5 days OSS JO notified	Sent home – 6 days OSS JO notified	Sent home – 6-10 days OSS JO notified
Firearms Possession on School Property	Expulsion for calendar year Authorities notified			
Forgery	1 day ISS	3 days ISS	1-3 days OSS	3-5 days OSS
Harassment	1 day ISS	3 days ISS	5 days ISS	2-10 days OSS
Horseplay/pushing	Verbal warning	1 day ISS	3 days ISS	1 day OSS
Inappropriate/public display of affection	Verbal Warning	Lunch detention	1 day ISS	2 days ISS

Inappropriate dress	Verbal Warning-remain in office until clothes are changed	1 day ISS	2 days ISS	3-5 days ISS
Indecent exposure-indecent liberties taken with another student	1-3 days ISS or 1-5 days OSS JO notified	2-10 days OSS JO notified	Long term expulsion JO notified	
Lack of Class preparation and/or Participation	Remain in office until work is completed	½ day ISS	1 day ISS	2-10 days ISS
Parking/Driving violations	Verbal warning	5 days—loss of parking privileges-possible 1-5 days ISS	10 days-loss of parking privileges-possible 2-6 days ISS	Loss of parking privileges for quarter, semester, and or year-possible 1-5 days OSS
Pornographic material	1 day OSS	2-5 days OSS	5-10 days OSS	
Possession of dangerous instruments, weapons, i.e. Pocket knives, Clubs, explosive material, (fireworks, etc.)	1-10 days OSS JO notified permanent expulsion	1-10 days OSS JO notified permanent expulsion	1-10 days OSS JO notified permanent expulsion	1-10 days OSS JO notified permanent expulsion
Profanity/Use of written or spoken language and/or gestures which are disparaging, demeaning, or obscene	Principal's detention or 1 day ISS	1-2 days ISS	3-5 days ISS	1-5 days OSS
Profanity/Use of written or spoken language and/or gestures which are disparaging, demeaning, or obscene to staff members	3 days ISS	5 days ISS	1-5 days OSS	3-10 days OSS recommendation for long term suspension

Skippping school/class Or truancy	1 day ISS	3 days ISS	1 day OSS	3 days OSS
Student threat towards other students/Verbal abuse	Conf. w) Coun. / Principal/ Min. – OSS Max	Conf. w) Coun. / Principal/ Min. – OSS Max	Conf. w) Coun. /Principal/ Min. – OSS Max	Conf. w) Coun. / Principal/ Min. – OSS Max
Student throwing food or objects	1 day ISS	3 days ISS	1-3 days OSS	3-5 days OSS
Theft	1-5 day OSS JO notified	2-6 days OSS JO notified	2-10 days OSS JO notified	2-10 days OSS JO notified
Tobacco use or possession	1 day OSS	2 days OSS	2-10 days OSS	10 days OSS/ recommended for long term suspension
Tormenting / Teasing	Verbal warning-conference w) counselor	1 day ISS	3 days ISS	1-3 days OSS
Verbal abuse/Threats against staff/Striking staff member	1-10 days OSS or more; conference with counselor/principal recommendation for long term expulsion	10 days OSS or more; conference with counselor/principal recommendation for long term expulsion	Recommendatio n of long term suspension	Recommendation for expulsion
Willful destruction of student, teacher, staff or school property	1-5 days ISS-pay for damages	2-6 days ISS-pay for damages	1-5 days OSS-pay for damages	2-10 days OSS-pay for damages

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 programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

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.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

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.

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

RIDGEWAY R-V (041005) - RIDGEWAY ELEM. (4020)

Team Members:	Brenda Dougan	bdougan@rhsk12.org	660872.6813
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The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

The Title I Teacher, Principal, Preschool/PAT Teacher, Kindergarten Teacher, and a representative each from lower elementary and upper elementary, along with three parents/grandparents and the Superintendent comprise the team, which has met quarterly in addition to two Family Literacy Nights. The Teacher-Principal Team has held monthly collaboration meetings afterschool in addition. The team has been charged with the task of conducting a needs assessment and developing a comprehensive plan for the school's instructional plan.

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:
Student achievement data that clearly identifies areas of low achievement;
LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and
The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

The Ridgeway Team conducted data analysis and disaggregated drilldown process including multiple data sources including the following: Local benchmark and assessment data, demographic data, 7 years of Missouri Assessment Program (MAP) and building Annual Performance Report (APR) results, building APR Supporting Data, building Content Standard Summary, building Achievement Level Report, individual student MAP results, DIBELS, and the district Special Education District Profile. Current Regular, Special, and Remediation Interventions were also discussed, as well as the teacher satisfaction level concerns regarding student/parent/ teacher interaction with homework and family engagement concerns.

Data drilldown revealed that the elementary had made significant gains in communication arts over the past seven years, allowing the district to no longer be in Title I school improvement. The district has steadily gained in points on the APR as well, and is currently above 96% on the MSIP 5 APR preliminary results. The elementary evidenced an increase below the growth level in mathematics in 2012. DIBELS and Reading Burst data indicates that students at or above benchmark level at the end of the year (EOY) are as follows: K 75%; 1 43%; 2 67%; 3 78%; 4-6 80%. Students below benchmark are statistically significant at 57% and 33% in the first and second grade levels. The DIBELS data shows that the national percentiles for each grade level increased from the beginning of the year to the end of the year. MAP data, student portfolios and STAR Math data indicate 4th, 5th and 6th grade students as most at risk. Despite additional benchmarking and remediation efforts, several elementary students are being considered for retention to give them the gift of time before moving on to the next grade level.

Based on the review of existing data and findings, the Ridgeway Team hypothesized several root causes for lack of achievement including limited experience with the new common core curriculum and assessment and restricted collaboration time between regular, special and remedial teachers to analyze progress-monitoring, re-teaching and assessment as part of the ongoing structured common core curriculum, the need for more specific interventions to address the needs of students struggling in the areas of communications arts and mathematics, and the means to increase family engagement opportunities that facilitate student/teacher/home interaction with student progress, homework, and academic/social intervention needs in an area with a low median income level of 51%+.

Based upon this hypothesis, the following prioritized needs were determined:

1. Facilitate additional High Quality Professional Development (HQPD) with effective instructional practices to meet common core standards, including a tiered instructional support system where students can be periodically moved throughout two tiers or onto the third tier if needed, utilizing Response to Intervention (RTI) structures and processes.
2. Build the capacity of teachers by providing time to collaborate, analyze student work, and to develop and utilize specific interventions to address the needs of all students struggling in CA and Math, allowing for additional systematic student progress-monitoring tools, and a common plan and approach for remedial, special education and regular education teachers to increase student learning and success.
3. Implement parent training through parent/student training and technology use to increase family engagement, homework completion, and academic success.

3. **II. Schoolwide reform strategies**

Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

☐ Professional Learning Communities. Date of implementation

☐ Schoolwide Positive Behavior Support. Date of implementation

☒ Tiered instructional support such as Response to Intervention. Briefly describe the process used.

The Regular Classroom, Title I and Special Education will meet during release time during the school day and after the school day to collaborate and plan systematic tiered intervention to implement in addition to the common plan of strategies we will implement during the course of the school day. Students will be systematically identified that need more intensive remediation through a combination of push-in and pull out times in the regular classroom to allow for one-on-one and/or small group remediation during the school day. This will also be supported by offering tiered intervention before and after the school day between 7-8 a.m. and 3-6 p.m. During the day, remediation may include intervention from our Reading Burst-trained Title I and Special Education Teachers, along with language development-specific intervention from the Title I and Special Education Teachers outside of the school day. Systematic RTI will consist of Tier 1 Accelerated Reader, Tier 2 Reading Burst and Tier 3 Individual Before or After School Tutoring. Students will be progress-monitored, with benchmark descriptions being shared with Student Success Team (SST) during Response to Intervention (RTI) meetings. Students who do not respond with a developmentally appropriate increase in student achievement will then be referred to Tier 3 prescriptive intervention with the Special Education Teacher.

☐ Other: List planned intervention(s) and briefly describe.

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4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

We will utilize high-quality student academic assessments, in addition to MAP, to assess, progress-monitor and benchmark students. These high-quality assessments include: DIBELS, (Five Fingers-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension on a BOY/MOY/EOY Basis); Accelerated Reader, STAR Reading and Study Island Benchmarking Tools, supplemented by Triumph Learning Common Core Coach materials to prepare for Common Core, and informal/ formal teacher-made assessments to document student growth over time.

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5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

☒ extended school year

☒ before-and after-school tutoring

☒ summer programs and opportunities

☐ other:

6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –
- (aa) counseling, pupil services, and mentoring services
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
 - (cc) integration of vocational and technical education programs.

Ridgeway School recognizes that students who are dealing with issues of poverty, lack of support at home, and personal crises will tend to struggle academically as long as their primary needs are not met. With a Free and Reduced Lunch Count of 84.6% the school has worked to provide Backpack Buddies meals on weekends through assistance from local churches and agencies, will provide a nutritious mid-morning snack through the USDA Fresh Fruit and Vegetable Program (FFVP), and provides breakfast, lunch and after school snack in conjunction with before and after school daycare, homework assistance, tutoring and clubs. Students considered most "at-risk" are identified and mentored to ensure a home-school connection exists to help intervene at any possible emergency, as well as to help maintain a student's organizational homework completion skills. The Student Success Team works closely with the school counselor and with local Social Services Family Support Division to address additional counseling needs and parent skills training.

The school provides career information and exploration, including interest inventories and four-year plans. Students who maintain high attendance percentage and have met enough credit standards are able to participate in the state "School-to-Work" program as a senior. Other students are able to choose to take vocational agriculture and business courses at school, and/or follow a cluster concentration at the North Central Career Center. We are a once building school district, but we help transition students from PAT to Preschool to Kindergarten, and from Middle School to High School expectations and processes.

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7. Address the assessment measures the school will use to determine if student needs are met.

Student attendance, behavior records, participation in designated activities and academic performance will be reviewed monthly by SST. Biweekly grade checks are conducted by teachers, and mentors are touching base with students weekly to maintain the level of homework completion and allow for some personal discussion time on life issues and life skills, utilizing a modified "Check and Connect" model with RTI. Partnerships and community involvement will be reviewed annually.

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8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

Teachers, the counselor and administrators comprise the SST, which is schoolwide and collaborates on a regular basis to develop and implement common progress-monitoring, benchmarking and assessments, including a building assessment calendar. HQPD and training will be provided on data analysis and use of the assessment tools, beginning with the end in mind. The team will work to proficient student level of success on the schoolwide goal of Common Core Vocabulary Comprehension.

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9. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Teacher informal and formal observation and assessment, bi-weekly grade checks, and Check and Connect Mentoring, along with data analysis of the previous MAP assessment results will guide us to students experiencing difficult and most at risk of not succeeding academically. DIBELS BOY/MOY/EOY and other progress-monitoring/benchmarking results will also be utilized as they become available throughout the year. Teachers will remain informed through the collaborative SST and provide student mentoring and parent contact to ensure students take advantage of before and after school tutoring and homework assistance, along with specific interventions as needed during the school day in our 3 tiered system.

10. Individual student MAP results will be provided in a language parents can understand through:

- ☒ A translated version or by a translator
- ☒ Parent-teacher conferences
- ☒ Parent meetings/trainings to understand MAP and interpret results
- ☒ A detailed explanation sent home to parents
- ☒ Other:

Newsletter explanation

11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- ☒ Teachers are highly qualified with documentation on file
- ☒ Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- ☐ Other:

12. How will federal funds be used to help teachers meet the highly qualified requirements?

- ☒ The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- ☒ The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- ☐ Other:

13. **IV. Professional development**

Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

The Ridgeway District will contract with the Northwest Regional Professional Development Center (NRPDC) to provide onsite and off-site High Quality Professional Development (HQPD) and training to develop teacher capacity to ensure student success. This training will focus on the identified goals in the LEA/Schoolwide Title I Plan and include effective instructional practices to meet common core standards, RTI structures and processes, use of technology and progress-monitoring/benchmarking/assessment tools, and data analysis.

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14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

When a position becomes available, Ridgeway School District advertises statewide for high-quality highly qualified teachers. The Ridgeway District allows the right highly-qualified candidate to bring in their years of experience in order to benefit from the higher areas of the salary schedule, including full credit for Master's Level degrees and hours above. If an alternative certification candidate the best available candidate in an area of teacher shortage, the district will enter into a partnership with a Missouri College or University and will notify patrons of that teacher's alternative certification status. The district acknowledges that Federal funds may be utilized to help an alternative certification teacher attain certified status.

15. **V. Parent involvement**

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)

- ☒ Parents are involved in planning activities
- ☒ Parents are involved in implementing and evaluating activities
- ☒ Parents are involved in school decisions
- ☒ Parents are provided with meetings and notifications concerning student progress
- ☒ Other steps the building will use:

Parent training in utilizing technological resources will be provided, including use of ebooks. Those parents will then be able to participate in a "Parents Training Parents" program to further build our school and community trust relationships and actively engage our at-risk parents with positive parent learning/modeling to help all of our students and families have access to resources and achieve success.

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16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

The Ridgeway School will coordinate and integrate Title I funds with other funds, including Parents as Teachers, IDEA, ECSE, After School Care, Statewide Collaborative Initiative Grant, and potentially the Early Childhood Initiative Grant to provide a seamless support system for all of our students and future students prenatally through Grade 12. We are also coordinating with our area Access II and Regional Centers to provide leadership and "soft skills" modules to students for career readiness and employment. Our school also offers Graduate Equivalency Diploma (GED) assistance to prepare for the GED online testing requirements.

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17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

Our Title I Parent/Teacher/Student Compact is included as part of the enrollment packet each year, with parent resource information. Information is also published in a patron newsletter, along notes home, print and radio announcements of ongoing parent training opportunities and family challenge nights where students present information and demonstrate "how-to" skills to their parents. The advisory committee also reviews the plan information and compliance requirements yearly.

18. **VI. Preschool Transition**

Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

The Parents as Teachers (PAT), preschool and kindergarten teachers collaborate on transitioning students from PAT services to Preschool and beyond to Kindergarten with joint family night meetings, collaborative screenings, and orientation days. The schools also provides and requests information in conjunction with Head Start, First Steps and Early Childhood Special Education (ECSE) programs.

19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

☒ The preschool will not be included as part of the Schoolwide Program.

☐ The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.

Last Submitted Date: 04/29/2016

Approved Date: 06/16/2016

Submitted by: DOUGAN, BRENDA

Approved By: Kempker, Kelly