



Eldon Upper Elementary
Student/Parent Handbook

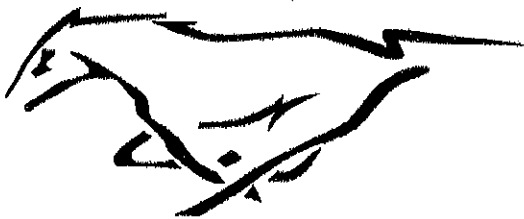
TOGETHER
WE RISE
FAMILY SCHOOL COMMUNITY

Eldon R-I School District Vision Statement

The Eldon R-1 School District will foster a sense of pride through our professional learning community. We will focus on the needs and achievements of all learners. We will support and build upon the strengths of our students, staff, parents and community to promote excellence through education.

Eldon R-I School District Goals

- ❖ Develop and implement plans to effectively communicate with our school community.
- ❖ Develop and implement accountability structures.
- ❖ Provide a positive learning climate.
- ❖ Model and reinforce positive character traits.
- ❖ Improve student achievements.
- ❖ Decrease the drop-out rate to 3.5% or less.
- ❖ Develop and implement a district technology plan.



Dear Parents and Guardians,

On behalf of the faculty and staff of Upper Elementary, we welcome you and thank you for trusting us with your most precious children. We are committed to student learning and to promoting the growth of the whole child academically, physically, socially and emotionally. We believe all children can learn and succeed.

We look at ourselves as a learning team; you being a very important member. We value the communication that flows between home and school. It is an awesome responsibility guiding and teaching your child as they progress to the next level. We encourage you to be an active member of the learning team by encouraging your child, stressing the importance of school, being involved in Upper Elementary and Parent Teacher Organization activities, attending conferences, and working closely with your child's teacher.

Please read this handbook. It will provide the basic information and policy items you will need to be aware of throughout the year. It is also very important that your child is aware of and understands what is stated. You will be receiving additional information throughout the school year, as it is our goal to keep you informed.

We welcome you any time and look forward to working together this year! If you have any questions, please call us at 392-6364. When students, teachers and parents work together, great things can happen! We look forward to a fantastic year!

Sincerely,

Cody Kliethermes

Upper Elementary Principal

Eldon Upper Elementary Mission Statement

Mustangs are committed to developing leaders...
One learner at a time!

Eldon Upper Elementary Vision Statement

Through effective leadership and shared responsibility, Eldon Upper Elementary is committed to doing whatever it takes through rigor, relevance and relationships to ensure student learning. As a Professional Learning Community, we envision a school that:

- **M**aintains high expectations
- **U**tilizes technology and research-based best practices for learning
- **S**ustains a safe and positive climate for learning
- **T**reats everyone with courtesy and respect
- **A**nalyzes data to guide instruction
- **N**urtures parent and community relations
- **G**ains success through collaboration and professional development
- **S**trives for excellence in student achievement

Eldon Schools Utilize Learning Criteria to Support 21st Century Learners

What does a “21st century learner” need to know and be able to do? How does a school know if it is serving its students well and meeting their need to become lifelong learners? The Learning Criteria to Support 21st Century Learners serves as a lens through which educators can see if their school is meeting the learning needs of their students for the 21st century.

The Learning Criteria to Support 21st Century Learners can help a school turn its beliefs about education, students, and learning into priorities for school improvement by looking at the *whole* school and the *whole* student. Every school has its own unique situation, strengths, challenges, goals, personnel, leadership, demographics, history, and other variables. That is the school’s “DNA”.

The Learning Criteria is based on four dimensions that can help a school better define how well it is meeting the needs of all learners:

1. Foundation Learning
2. Stretch Learning
3. Learner Engagement
4. Personal Skill Development

Foundation Learning. This dimension looks at indicators of the school’s fundamental academic strengths as measured by state tests, other assessment results, graduation requirements, and others.

Stretch Learning. This dimension encourages a school to examine the degree to which all students are challenged to attempt rigorous coursework, push themselves to take specialized courses, and undertake interdisciplinary projects, for example. Stretch Learning connects to some basic beliefs about understanding and playing to the potential and strengths of learners.

Learner Engagement. Engagement is a critical aspect of the learning process which results from connectedness, seeing value in learning, feeling safe and cared about, and being actively and purposefully part of a school community. One place for a school to begin measuring this dimension is by surveying the students and staff as to their sense of satisfaction, belonging, security, and accomplishment.

Personal Skill Development. This dimension deals with development of positive character traits, good work habits, and social, service, and leadership skills that not only enhance learning, but also extend to the world beyond school.

Describing multiple criteria for student learning is an innovative and positive approach for schools to implement changes that will result in rigorous and relevant learning for all students, supported by strong, positive relationships.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal, or other appropriate school official, a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Eldon R-1 School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of*–

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

• *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Eldon R-1 School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Eldon R-1 School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Eldon R-1 School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Eldon R-1 School District will make this notification to parents at the beginning of the school year if the District has

identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

ELDON R-1 SCHOOL DISTRICT NOTICE OF NON-DISCRIMINATION AND CHILD FIND

The Eldon R-1 School District is responsible to locate, evaluate and identify all children with disabilities who are under the jurisdiction of the agency, including those who are homeless or migrant, and those in private schools. The Eldon district assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction.

Disabilities include: autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Eldon district has developed a Local Compliance Plan for the implementation of state regulations for the Individuals with Disabilities Education Act (IDEA). 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 to age 21 that reside in the district, by December 1 of each year. The information is treated confidentially, and meets the requirements of the Family Educational Rights and Privacy Act (FERPA).

The district also seeks to identify, evaluate and provide free and appropriate educational services in the least restrictive environment to all eligible students with disabilities within the definitions of Section 504 of the Rehabilitation Act of 1973 & the Americans with Disabilities Act (ADA).

If you have a child with a disability or know of a child with a disability who is not attending public school, please contact:

Aaron Berendzen, Special Services Director

Eldon Special Services Department at: (573) 392-8003

Missouri school Districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information contact:

Aaron Berendzen, Special Services Director
Eldon Special Services Department at: (573) 392-8003

NOTICE OF: PROHIBITION AGAINST ILLEGAL DISCRIMINATION AND HARRASSMENT

The Eldon R-1 School District is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students, parents of elementary and secondary school students, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Eldon R-1 School District is strictly prohibited in accordance with law, and are hereby notified that our School District does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, disability, age, or any other characteristic protected by law. The Eldon R-1 School District is an equal opportunity employer.

Sexual harassment is a form of discrimination on the basis of sex prohibited by law in education, as well as employment. Sexual harassment is defined as unwelcome conduct that occurs when benefits or decisions are conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or, the school or work environment becomes permeated with intimidation, ridicule or insult that is sexual in nature that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute illegal discrimination or harassment. (Board of Education Policies AC, JG, JGR)

Any person having inquiries concerning our School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act (ADEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Titles II and III of the Americans with Disabilities Act of 1990 (ADA) is directed to the Compliance Coordinator below, who has been designated by our School District to coordinate our School District's efforts to comply with the laws and regulations implementing Title VI, Title IX, the ADEA, Section 504 and the ADA.

The Eldon R-1 School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The Compliance Coordinator of the applicable law, whose name is listed below, will provide information regarding those procedures upon request. (Board of Education Policy AC: Prohibition Against Illegal Discrimination and Harassment)

Any person who is unable to resolve a problem or grievance arising under the laws and regulations cited above may contact the Office for Civil Rights, Region VII, U. S. Dept of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; phone (816) 268-0550.

**COMPLIANCE COORDINATOR
FOR LAWS LISTED IN THIS NOTICE:**
Aaron Berendzen, Special Services Director: (573) 392-8003

Dear Parent or Guardian:

This letter is written to inform you of some of the requirements that we have under Every Student Succeeds Act of 2015, (Public Law 114-95). This law, which provides federal support to school districts, also requires us to provide you with certain notices. One of these notices is the "right to know" that your child is being taught by highly qualified staff. Under this act, please be aware of the following provisions:

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

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

In addition to the information that parents may request, a building receiving Title 1 A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the state academic assessments as required under Title 1 A.
- Timely notice that your student has been assigned, or has been taught for four or more consecutive weeks by a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Also, attached to this letter is our complaint resolution procedure that we are required to provide on a yearly basis. Please do not hesitate to call either the building principal or myself if you have questions or concerns, as we appreciate your input.

Sincerely,
Mr. Matt Davis
Superintendent of Schools

Standard Complaint Procedure for Every Student Succeeds Act

Eldon R-I School District

This complaint procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the Every Student Succeeds Act (ESSA) Title I, IIA, IID., IVA, V, and VIB.

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other personnel directly involved with any activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy. The Eldon School District Policy indicates that the principal may schedule a conference to resolve the complaint. If the complaint is not resolved, it then may go to the Superintendent, and then if not resolved to the Board of Education. If the issue can't be resolved at the district level, then a complaint may be filed with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide assistance to facilitate the resolution.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or department staff. The Federal Programs Coordinator for the Eldon School District for 2017-18 is the Special Services Director. They may be contacted at 392-8003.

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?
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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.

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

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.

ELDON SCHOOL
DISTRICT



ASSESSMENT PLAN

PURPOSES OF THE ELDON SCHOOL DISTRICT ASSESSMENT PLAN

The Eldon Board of Education supports the establishment of a district-wide educational assessment program as one indicator of the success and quality of the total educational program in the school district. Standardized tests used with other measures, such as grade level common assessments for core curricular areas, may also provide useful information pertaining to individual student achievement.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

Student Achievement – To provide information about relative student achievement so that parents/guardians, students, and teachers have a baseline against which to monitor academic progress.

Guidance and Counseling – To serve as a tool in the counseling and guidance of students. These services to students will include:

1. Understanding of achievement plus specific academic placement and remediation.
2. Planning a school program of studies (4 year Plan).
3. Making career decisions.
4. Planning for college or advanced training; and
5. Making wise personal decisions and goal setting.

Instructional Change – To provide data, which will assist in the preparation of recommendations for instructional program changes to:

1. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
2. Help the district make needed changes in curriculum.
3. Help the professional staff formulate and recommend instructional policy.
4. Help the Board of Education adopt instructional policies.

Administrative – To make sound educational decisions and to provide indicators of the progress of the district toward established goals and objectives of the strategic plan and goals for graduation:

1. Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs.
2. Information about the test performance of students in a building or district may be used to inform parents, the school board, and the public about the effectiveness of schools.
3. Analysis of student performance may reveal trends that will aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.

OVERVIEW OF THE DISTRICT ASSESSMENT PLAN

Enhancement of Learning

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it.

Local Assessment

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning testing programs, the district will administer performance assessments to students at mandated grade levels throughout the K-12 program. Teachers will assess locally those standards not addressed by the state assessments as recommended by building level collaborative teams. The District will also administer assessment test to students who are residents of the district but are not enrolled in the district upon request.

Confidentiality

Confidentiality will be maintained with regard to the test scores and other information derived from the district's testing program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff member.

Annual Review

The administration and staff shall develop comprehensive assessment procedures. The procedures shall be reviewed on an annual basis.

Testing Coordinator and Staff

The testing coordinator for the district is the Superintendent. The district testing coordinator is assisted with the assessment program by the district's counselors and principals; they also serve as building level testing coordinators for the administration of state assessments. Special education process coordinators also assist in coordinating the assessment of students with identified disabilities.

Participation in District Wide Assessments

All students in grades K-12 and early childhood programs attending the Eldon School District participate in state-wide and district-wide assessments, according to state law and district policy. Very few students with disabilities may be administered an alternative test, per their Individualized Educational Program (IEP), in accordance with both state law and district policy.

Only English Language Learner (ELL) students who have resided in the United States for less than 12 months, and students who have moved into the district after SBA test administration has begun, are exempt from state-wide (SBA) testing for that school year. Some accommodations and/or modifications of the standardized testing procedures for state-wide and district-wide assessments are allowed for students with disabilities, as identified by their IEP or IAP (504 plan), as well as for those ELL students identified as Limited English Proficient, per DESE instructions. All students identified as homeless participate in state-wide and district-wide assessments. Students receiving homebound instruction also participate in state-wide assessments, as well as assessments for courses they are enrolled in, as provided by teachers.

TEST SECURITY

The Eldon School District will ensure test security of any state-wide or district-wide standardized testing in the following manner:

Instructions for Test Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the building test coordinator, or building administrator, designed to train the teachers in the test administration process.
2. The inservice will stress the maintenance of test security during test administration. Issues addressed will include; providing direction to students, responding to student's questions, and monitoring the test setting.
3. Staff will follow all guidelines set out by the state assessments for test administration.

Test Administration

1. All group standardized tests will be administered in a designated site approved by the district test coordinator or building test coordinator.
2. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will follow protocol as specified.
3. All individuals administering any standardized test will strictly follow the procedures specified. Test administrators will be present throughout the entire time the test is being given.
4. While the test is being given, building administrators and any other specifically designated individuals may move among students to help monitor administration.
5. All make-ups will be given within the timeline required.

Sanctions against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices. However, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this district will consider inappropriate:
 - a. directly teaching any test item included on a standardized test
 - b. indications to students during testing that they have missed items and need to change them, giving students clues or answers to questions, allowing students to give each other answers to questions or to copy off each other's work, or altering test administration procedures in any other way to give students an unfair advantage; and

- c. undue pressure or encouragement on the part of the administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
- 2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent, or his designee, and appropriate disciplinary action will be taken.

INDIVIDUAL STUDENT ASSESSMENT

I. Individual Student Performance Assessments and Procedures

A. Students are asked to demonstrate their content knowledge and/or ability to apply that knowledge through a product, performance, or exhibit on standardized, norm-referenced, or criterion-referenced tests, and/or curriculum based assessments.

1. Standard-Referenced Testing

- a. Standard-referenced testing assesses a student's knowledge and ability to do certain performance tasks specific to state and local standards.
- b. Implementation:
 - 1. The state of Missouri requires school districts to assess students by means of a performance test. It is designed to compliment other assessment methods. It encourages learners to understand and apply basic academic skills more effectively in today's society.

2. Norm-Referenced Testing

- a. Norm-referenced tests are tests in which students or group achievement is determined by comparison to a reference group of others who have taken the same test.
- b. Implementation:
 - 1. State Assessment as designated by DESE and our District.
 - 2. End of Course Testing (EOC), as designated by DESE and our District.
 - 3. Technical Skills Attainment(TSA), as designated by DESE and our District

4. American College Testing (ACT) - Optional
 5. I-Ready
 6. Moby Max
3. Criterion-Referenced Testing
- a. Criterion-Referenced tests compare what a student can do in a specific area without reference to other's performance, but relative to an established standard or criterion.
 - b. Implementation:
 1. Pre-test/Post-test
 2. Developmental Reading Assessment (DRA)
 3. Developmental Inventory of Basic Early Literacy (DIBELS)
 4. Ongoing curriculum-based/grade level common assessments
 5. Other teacher-made tests
4. Grades
- a. Grades measure what a student has achieved in a given subject at a particular point in time.
 - b. Implementation:
 1. Grades are given periodically to give students and parents/guardians feedback on student achievement.
 2. A student's grade could be used to make appropriate placement. Example: regular class placement or next course in sequence, such as honors class, Spanish I or Spanish II).
5. Teacher Made Tests/Curriculum Based Assessments
- a. Teacher made tests are designed by the teacher to evaluate a student's mastery of established objectives.
 - b. Tests are designed to accommodate different learning styles.
 - c. Curriculum based assessments may be created by collaborative groups, such as teachers from the same grade level and/or area of

curriculum; these may include mastery of the essential skills needed for a particular subject/course.

6. Authentic Assessment

- a. A performance-based assessment requires a student to go beyond basic recall and demonstrate knowledge and understanding through a product, performance, or exhibition. A wide variety of measurement techniques may be designed to correspond as closely as possible to the real world of students' experiences. Assessment is interwoven throughout the entire educational process and becomes an ongoing and integral part of the whole teaching and learning process.

Examples:

1. Portfolios include samples of student's work that help to identify how a student performs over time.
2. Performance tests capture a student's ability to think critically, to solve problems, and to connect his/her learning to real world applications. Examples: essays, products, demonstrations, projects, self-assessments, and journal writing.

b. Implementation:

1. Teachers will carefully align what they need to learn about their students' knowledge and abilities with the assessment tool most suited to revealing that information.

7. Teacher Observation

- a. Teacher observations assess individual student progress/performance based on professional judgement. Professional educators can make valid judgements, but these judgements should be used in conjunction with other assessment tools.

b. Implementation:

1. Teachers will establish well-defined criteria/scoring guides.
2. Teachers will document data from observation as opposed to relying solely on intuitive judgements.

8. Report Cards

- a. Report cards are communication reports to parents, students, and the educational community to explain the student's cumulative grades in a subject area over a specific amount of time.
 - b. Implementation:
 - 1. Teachers will complete progress report/ report card procedures on an established calendar, a minimum of four times per year. The schools will use established procedures to provide parents/guardians the report cards.
 - 2. Progress reports are issued after the first three weeks of each quarter.
9. Surveys/Interviews/Inventories
- a. These are instruments used to assess opinions, preferences, skills, and interests. The means of gathering this data may be formal, through published instruments, or informal through local design.
 - b. Implementation:
 - 1. Surveys– to obtain opinion of students, parents and community
 - 2. Interviews– to obtain opinions
 - 3. Inventories– to gain opinions, interests of students
 - 4. Choices and Planner Interest Inventories online-optional; Grades 7-12
10. Aptitude Testing
- a. Aptitude tests measure students' ability or potential to perform in new situations.
 - b. Implementation:
 - 1. Armed Services Vocational Aptitude Battery (ASVAB)-optional
 - 2. Complete cognitive batteries and other intelligence (IQ) tests are only administered to individual students with parent/guardian consent for the determination of a disability and/or eligibility for special services, or for determination of a student being identified as "gifted"
11. Multiple Criterion Measures

- a. A combination of assessment strategies to provide a deeper, more specific picture of an individual student's performance.
 - b. Implementation:
 - 1. For eligibility determination for special services programs
 - 2. For placement in Gifted program, if offered, per district procedures.
12. Course Examinations
- a. An assessment of the total curriculum objectives presented in a course at grades 9– 12. This assessment tool is used as a means to determine whether a student has met course objectives and is prepared for the next level of learning.
 - b. Implementation:
 - 1. End of course exams for Algebra I, English II, Biology, and Government.
13. Special Services Assessments
- a. Students with special needs and those suspected of having a disability will be assessed according to provisions established by Federal and State laws and the district Compliance Plan.
 - b. Implementation:
 - 1. Students referred by parents and/or staff will be assessed by following the referral process per reauthorization of IDEA 2004 and DESE regulations. Procedural due process will be followed by the evaluation team in the selection of areas to assess and tests to be used, as well as throughout the evaluation process.
14. Assessment of Student Developmental Progress for Preschool Children
- a. Preschool-age children attending district Parents As Teachers (PAT) and/or district Early Childhood Programs will be screened in all areas of development and for continued developmental progress.
 - b. Implementation:
 - 1. School personnel will use the DIAL-III and/or Denver Developmental Screening periodically to screen and measure progress in all areas of development for

students enrolled in the PAT program, and prior to referral to Early Childhood preschool programs and kindergarten.

2. Students enrolled in district Early Childhood Programs will participate in assessments mandated by the state. Examples: Early Outcomes Assessments (for ECSE), School Entry Profile- Preschool Assessment Project (for Title I preschool).

15. Assessment of students being home schooled

- a. School-age students residing in the Eldon School District who are not attending Eldon Schools and are being taught at home will only participate in state-wide testing (SBA) upon parent request. They will not participate in district-wide testing or other academic/achievement testing unless they are returning to their public school, in order to determine appropriate grade level placement, or upon parent request and written permission.
- b. Implementation:
 1. Participation in state assessment testing with grade level peers at the school site administering to that grade level, upon timely parent request.
 2. Grade level reading assessments such as the DRA or DIBELS may be administered individually at the school site for the child's grade level, upon parent request.
 3. Other achievement testing to determine grade level placement or upon parent request, such as the WIAT or Woodcock-Johnson III Test of Achievement may be administered individually with parental consent.

II. Schools and Program Assessments

- A. Different kinds of assessments may be used to report class and building level group performances. Schools and programs may be assessed by:
 1. Standard-Referenced Testing
 2. Norm-Referenced Testing
 3. Criterion-Referenced Testing
 4. Grades
 5. Surveys/Interviews- To obtain a building needs assessment, student needs assessment, and opinions of students, parents and community.
 6. Data Analysis- Attendance, drop-out rate, suspensions, discipline referrals, parental involvement, achievement, and performance.

7. Achievement Testing- Reading inventories and assessments, curriculum-based assessments.

III. District Performance Assessment Processes

- A. As applicable, assessment data from the student assessment and school program assessment will be compiled by the state (DESE) and/or district for a comparison with other districts in the state and/or in the nation taking the same tests. District performance may be assessed by:
 1. Standardized Testing
 2. Norm-Referenced Testing
 3. Surveys/Interviews
 4. Data Analysis (e.g. attendance, drop-out rates, achievement, and performance)

TEACHING TEST TAKING STRATEGIES

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Eldon R-I School District has developed guidelines for teaching test taking strategies to students for statewide testing (SBA) and district-wide assessments.

Two Types of Test Taking Strategies

There are two types of test taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.

Shortly before the state assessment tests and district-wide assessments, strategies for answering multiple choice items will be taught to students. This will be done within classrooms by grade level or by groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

1. address all parts of the question;
2. include specific examples from the text in the response;
3. make reference to specific characters and titles in the response;

4. give specific examples to support a claim;
5. show the major steps in the solution process (i.e. math);
6. give multiple similarities and multiple sets of corresponding differences when asked to compare and contrast;
7. include a title and labels when creating a graphic organizer;
8. not stop at just one correct answer but to think about and write more correct responses;
9. make sure pronouns are preceded by antecedents in the response;
10. use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

1. formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
2. consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
3. consider multiple criteria when solving problems or answering questions (or creating answers / solutions that meet required specifications);
4. interpret data (e.g. a picture, graph, chart, etc.) to make an inference needed to answer a question;
5. organize data in different forms to show meaning (construct a graphic organizer that shows..., make a chart to show..., draw a series of pictures to show..., design a poster that shows..., etc.);
6. describe the process used for finding the solutions or tell why the proposed solution is the best.

The Eldon School District views teaching students the skills and processes needed to be successful on the assessments as synonymous with teaching students to be successful in life.

READING PROCEDURES

Success in reading requires monitoring the progress of each Upper Elementary School student. There will be a balanced approach to reading and writing which will provide a solid foundation on which to build mastery in reading.

Reading Improvement Plans

Our criteria for meeting the district's reading objectives is that students in grade kindergarten through grade 8 must read within one year of their current grade level. Students reading more than one year below grade level will be required to have a Reading Improvement Plan. By state law, students in the fourth, fifth, and sixth grades that are reading more than two years below grade level shall have a Reading Improvement Program established for them. (Board of Education Policy IKE)

Procedures used in grade K-8 will include:

- Students progressing to the next grade level, with the exception of students labeled as disabled under IDEA with a current IEP in place, will be held to specific achievement standards.
- Individual student progress will be evaluated by the student's teacher and the building principal to assure that the student has gained mastery of the reading skills required for that grade level.
- The following assessment may be used to determine reading skill development during each school year. Dibels, Reading Running Records, teacher observations and checklists, common assessments, samples of student work from student's portfolio, Scholastic Reading Inventory, Stanford Diagnostic Reading Test, and district Missouri Assessment Program scores.
- Special reading programs, summer school attendance and/or reading tutoring will be recommended /required for those students who have not demonstrated reading competence measured by academic grades or low reading achievement.
- Students who are required to attend summer reading programs and/or tutoring but who do not do so or who do not make adequate progress in summer programming will be considered for retention.
- Retention may be required for those students who are so delayed that summer intervention will not advance their skill level to an appropriate grade/skill norm for entering the next grade level.

Summary for Senate Bill 319:

- Reading Improvement Plans must be implemented for identified students in grades 4-6.
- Students in grade 4 who are reading below third grade level will be required to have summer reading instruction; they must be assessed again at the end of summer school.
- Students in grade 3 who are reading below second-grade level may be required by local policy to attend summer school as a condition for promotion to fourth grade.
- Mandatory retention in grade 4 will apply for the first time for students who are still reading below third grade level at the end of summer school, and who don't qualify for an exemption.

School Wide Title 1
Home-School Compact
Eldon Upper Elementary School
2024-2025

Eldon Upper Elementary is a Title I school wide building, therefore all students have the opportunity for additional assistance in learning. All students, parents and educators are encouraged to participate in the Home-School Compact.

As a student of Eldon Upper Elementary School, I realize that my education is important. I know that I am responsible for my own success, Therefore, I agree to:

1. Attend school on time every day.
2. Do my best in class and complete homework on time.
3. Respect others and myself, make good choices, and be a cooperative learner.
4. Keep my parents informed about my progress in school and ask for help when needed.
5. Use my time wisely at home and school.

As the parent, I understand that my involvement in my child's education will help his/her achievement, attitude, and behavior. Therefore, I agree to:

1. Send my child to school everyday, well rested and ready for the day.
2. Provide appropriate learning supplies and a place and time for learning.
3. Let my child know how much I care about their learning.
4. Check my child's homework and their graded schoolwork.
5. Make sure communication flows two ways, both from school to home and from home to school.

As educators at Eldon Upper Elementary School, we understand the importance of the educational experience for every student and our role as the teacher and model. Therefore, in order to ensure learning takes place for every student, we agree to:

1. Maintain high expectations for every child to learn and achieve.
2. Provide a safe, positive, and respectful learning environment.
3. Recognize and adapt for each student's needs and encourage individual talents.
4. Communicate with parents and students on a regular basis concerning their progress.
5. Help parents to support learning and positive behavior and encourage interaction at school.

Together students, parents, and educators become partners to enable the child to know success and a lifelong love of learning.

ELDON UPPER ELEMENTARY HOMEWORK POLICY

Guidelines: It is logical to assume the types of homework assigned and the time required to complete it, will increase as the students progress from grade to grade. As a general guideline, the amount of time spent doing homework should be approximately 10 minutes, multiplied by the child's grade level. For example, a first grader could expect to have 10 minutes of homework per night, while a fourth grader could expect to take 40 minutes to complete his or her homework. It is important to remember that this time would be uninterrupted time, free from the interferences of television, playing, eating, etc.

Roles and Responsibilities:

Students:

- Understand what the assignments are and when they are due.
- Ask questions when instructions, assignments, or deadlines aren't clear.
- Organize time and other resources in order to complete the assignments on time.
- Give homework your best effort before asking parents for help.
- Utilize the daily assignment notebooks.

Teachers:

- Assign homework that either practices what is being learned in the classroom or serves as an extension to classroom activities.
- Provide clear instructions as to when and what is expected of the student.
- Evaluate and return homework in a timely manner with the appropriate feedback.
- Recognize and reward students who consistently and correctly complete homework and seek to improve the study habits of those that don't complete assignments.

Parents:

- Ask your children what kinds of homework they have each and every night.
- Ask questions of your teachers and principal if you have concerns regarding the type and amount of homework being assigned.
- Review and sign assignment notebooks.

Principal:

- Ensures that homework guidelines are being followed at each grade level.
- Help teachers, plan, implement, and maintain homework support systems.
- Respond to parent, teacher, and student concerns regarding homework.

STUDENT ATTENDANCE/TARDIES

Attendance Expectations:

The following absences will be excused. Documentation must be provided as indicated.

1. Illness or injury of the student, with written parent verification or a phone call from a parent up to 5 days. On the 6th day of consecutive absence, verification from a medical provider will be required.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with parent verification.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written excuse from parent. The building principal may require a program or other evidence from services as well.
5. Religious observances, with written excuse or phone call from a parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse or phone call from a parent.
7. Absences due to parental request will be excused up to ten (10) days at which time additional parent requests will be marked unexcused. (This would include vacation days.)

**All other absences and any absence for which required documentation is not provided are unexcused.

Consequences for Violations:

Attendance in early grades is crucial to later academic development. In addition, attendance habits are formed in early grades, and many later attendance problems can be averted with intensive family and student interventions in early grades. For this reason building principals, with the assistance of building staff, will closely monitor student attendance and other actions as follows:

1. Any time a student is absent and the parents have not contacted the school, the building principal or designee will attempt to contact the parent by phone.
2. When a student has accumulated five (5) absences a letter will be sent to notify the parent of the number of accumulated absences to date and specify any specific concerns.
3. When a student has accumulated ten (10) absences, the building principal/and or school counselor may schedule a conference with the parents. The purpose of this conference is to determine why the student is not attending school regularly; to examine the student's academic performance; to communicate district attendance expectations; to provide information about compulsory attendance laws and educational neglect; to elicit suggestions from family members about increasing the student's engagement with school; and to create an attendance plan that includes specific intervention strategies designed to improve the student's attendance. The School Resource Officer may be contacted to conduct a home visit if a conference cannot be scheduled or maintained. The student will be required to meet with the school counselor as a part of an attendance group.
4. When a student has accumulated fifteen (15) absences the district will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If

so, the district shall contact the Children's Division (CD) of the Department of Social Services and/or the Juvenile Justice Center.

5. More than twenty (20) excused absences will be a factor in determining whether the student may be retained or required to attend summer school as a condition of promotion. The School Resource Officer may be contacted and a second contact to the Children's Division of the Department of Social Services for educational neglect and or the Juvenile Justice Center for suspicion of violating compulsory attendance laws may be made.

Students are expected to make up assignments from missed classes within the time period as specified by each building. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

The building principal may waive any conference if the absences were caused by a specific event or long-term illness. In cases where the district is aware that a student must be absent for an extended period of time, the district will arrange for the student to receive instruction by other appropriate means.

Tardy Policy

Students who arrive after the tardy bell has rung (8:30 AM) are required to get an admit slip from the office before attending class. Parents will need to check your child in with the office if they arrive after 7:50 a.m. Excessive tardiness and/or frequently checking a student out early is detrimental to academic progress.

1. When a student has been tardy five (5) times, a letter will be sent home to notify parents of the number of accumulated times tardy and specify any specific concerns.
2. When a child has been tardy ten (10) or more times, they will be assigned after-school detention and the parents will be notified. The district will determine whether there is reason to suspect educational neglect. If so, the district shall contact the Children's Division (CD) of the Department of Social Services and/or the School Resource Officer and/or the Juvenile Justice Center.

It is the expectation of school officials that if a child learns to be on time for school, this habit will carry over into the world of work when he/she is an adult.

Make-Up Work

The classroom teacher(s) will determine the course work missed due to excused absences and the time frame for resolution to do the required make up assignments. Make up work will not be given for more than three days at a time. If a student is going to be gone longer than three days, the remaining work must be picked up upon their return to school. Make up work for absences beyond a time of two or more weeks will be determined on a case by case basis. Approved home bound teaching may be an appropriate alternative in these situations and should be recommended if approvable.

In order to avoid class interruptions, we request that written and phoned requests for make up work be made known to the secretary no later than 9:00 a.m. The make up work will be ready for pick up at the office no earlier than 3:10 p.m.

In cases where absences are determined to be unexcused, school work in the area of essential skills and/or core subjects will be required for make up and credit for completed work noted.

Upper Elementary Bullying Procedures

We treat bullying as a serious issue at Eldon Upper Elementary and will do whatever we can to assist students with this issue. Please carefully review the following information prior to your student starting the school year.

Upper Elementary procedures to prevent bullying are as follows:

- Guidance counselor discusses bullying prevention. This unit typically last for approximately one month. The counselor also discusses the steps to report a bully within her guidance lesson the first week of school. The guidance counselor additionally provides the parents an informational sheet about bullying and procedures set forth in our school.
- Bullying boxes are set up throughout the building to enable students to report anonymously. Forms for the bullying reports are given to teachers to disseminate to students upon request.
- Staff/Administration/Counselor is highly visible in the building to allow students the opportunity to verbally report any possible bullying.
- Students are made aware of the consequences of bullying immediately at Upper Elementary.
- Each bullying referral is reviewed and investigated by level of severity.
- Students viewed a cyber-bullying video with the media specialist and discussed internet safety with the students. Students signed a sheet indicating they participated in Online Safety Training.

Procedures in place to investigate the bullying are as follows:

- Checking the bully box daily for possible referrals.
- Immediately following up on any verbal or written referrals/reports.
- Swift consequences for bullying offenders and parent will be notified.
- Repeated bullying offenders will sign a bullying contract and parents will be notified.

Procedures in place for documenting offender and victim are as follows:

- All bully box referrals are kept and logged into a spreadsheet. This includes the possibly bully, target, and witnesses.
- All parent contact with potential bullying offenders will be logged in the SIS system under Parent/Contact/Discipline.

Thank you for helping us maintain a safe, friendly, environment for learning.

Mr. Kliethermes, Principal

Mrs. Churchman, Counselor

Youth Suicide and Prevention

Pursuant to Section 170.048, RSMo, the following model policy has been drafted by Missouri Department of Elementary and Secondary Education (DESE) and the Eldon R-1 School District.

Purpose statement

Suicide is a leading cause of death in youth ages 10-24 in Missouri¹ and is a public health concern impacting all Missouri citizens. This school district is committed to maintaining a safe environment to protect the health, safety and welfare of students. ¹ Missouri Institute of Mental Health, July 2015
This policy will outline key protocol and procedures for this district in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo.

The district will address suicide awareness and prevention through the following policy components:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

1. Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

2. Crisis Response Procedures

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

For more information regarding this policy please visit the Department of Elementary and Secondary Education website at: <https://dese.mo.gov/sites/default/files/dese-youth-suicide-awareness-and-prevention-model-policy.pdf>

LEGAL NOTICES/POLICY ISSUES

Distribution of Non-Curricular Student Publications

Within the guidelines of Board Policy IGDBA, students may distribute, at reasonable times and places, unofficial written material, petitions, buttons, badges and other insignia. Anyone wishing to distribute unofficial written material must first submit in writing for approval, a copy of the material to the principal 24 hours in advance of desired distribution time.

Custody of Children

If there is a situation in your family in which a child is not allowed to leave with a particular individual, you must notify the school office, in writing, of the situation at the beginning of each school year. A parent must have legal custody of a child before he/she can deny the other parent from equal access to the child. A certified copy of the custody papers must be filed with the school officials at the beginning of the school year or at the time of enrollment in order for school officials to carry out the mandate of the court.

The Safe Schools Act

The Safe Schools Act was enacted into law by the Missouri General Assembly in 1997. The purpose of this action is to reduce and eliminate threats and violence in and around the school setting. The law does not give school principals a broad variety of choices when addressing certain types of pupil action. Some examples include: a closed or clenched fist is taken as a threat to another person, spitting is considered an assault, and hitting another person for any reason is considered to be an assault. The term weapon now means more than guns or bombs. A weapon is defined as any object that can inflict bodily harm or cause permanent injury to a person. Consequently, weapons and objects that could cause damage to another will result in confiscation of the item and the student may be reported to juvenile authorities and to the police. Parents are also made aware that in certain cases of extreme behavior, the police may be called to the school to assist in regaining control of the student. Parents will be notified of this type of action and required to assist in re-establishing control. If deemed appropriate, the police may take the student to the police station and there a decision will be made regarding appropriate action for the student.

Weapons in School

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school grounds, buses or at school activities.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S. C. 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in 571.010, RSMo.
3. Any instrument or device customarily used for attack or defense against an opponent, adversary or victim; or any instrument or device used to inflict physical injury or harm to another person.

In accordance with federal and state law, any student who brings or possesses a firearm as defined in 18 U.S.C. 921 or a device listed in #2 above on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who use or possess other weapons defined in this policy will be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE. Such students with disabilities who possess a weapon, as defined as a "dangerous weapon" in 18 U.S.C. 930, at school or at a school function, may be placed in an appropriate interim alternative educational setting for the same amount of time that students without disabilities would be subject to discipline but for not more than 45 calendar days.

The policy shall not be construed to prohibit the Board from allowing a Civil War Reenactor to carry a Civil War era weapon on school property for educational purposes so long as the firearm is unloaded.

Asbestos Hazard Emergency Response Act (AHERA-Public Law 99-519)

On October 22, 1986, the Asbestos Hazard Emergency Response Act (AHERA-Public Law 99-519) was signed into law. This law required the EPA to develop regulations which provide a comprehensive framework for addressing asbestos problems in public and private schools. One rule requires the schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school building and implement response actions in a timely fashion. Eldon R-I conducts semi-annual inspections of all asbestos containing building materials and has an outside-certified agency conduct a comprehensive district-wide inspection every three years. A management plan is on file in the Central Office. Please call 573-392-8000 for further information.

Eldon R-I School District is providing notice to parents and students that no student, as part of any federally funded program, shall be required to submit to a survey, analysis or evaluation, without parental consent. Eldon R-I School Policy KI.

Electronic Communication Between Staff Members and Students

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose. (Policy GBH)

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

AUDIO AND VISUAL RECORDING

The district has established limits on the use of recording equipment in order to minimize disruption and protect instructional time essential to improving student achievement. Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education process.

Definitions

Visual Recording – Registering visual images on film, tape, digitally or by other mechanical or electronic means.

Audio Recording – Registering sounds on tape, digitally or by other mechanical or electronic means.

Outside Entity – Any individual, group, organization or corporation other than the administration, officers, staff or students of the Eldon R-I School District or individuals authorized to act for the district.

Recording by Outside Entities

The Eldon R-I School District prohibits the use of video or audio recording equipment on district property or at district activities by outside entities without permission from the superintendent or designee unless otherwise authorized by law. This prohibition shall not apply to:

1. Performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
2. Recording of staff for the sole purpose of professional training or development.

3. Open meetings of the Eldon R-I School District Board of Education or committees appointed by or at the direction of the Board.
4. Outside entities, including student-initiated groups, using or renting district facilities in accordance with Board policies and established administrative procedures.

Recording by District Personnel

The district may make audio or visual recordings to provide security, to maintain order, for professional staff development use or for other purposes related to furthering the educational mission of the district. This may include the use of video equipment in school buildings and on district transportation. No recording equipment will be placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms. Recordings by or on behalf of district personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

Recording by Students

The Eldon R-I School District prohibits the use of video or audio recording equipment on district property or at district activities by students except:

1. If required by a school-sponsored class or activity.
2. At performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
4. As otherwise permitted by the building principal.

Recording of Meetings

The Board of Education prohibits the use of audio, video or other recording devices at meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as other meetings between district employees and parents/guardians. This prohibition does not apply to conversations held within view of district security cameras.

SURVEY, ANALYZING OR EVALUATING STUDENTS

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

Consent Required

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Notice and Opportunity to Opt Out

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

The district will directly notify parents at the beginning of the school year of the specific or approximate dates during the school year when the above-listed activities will occur or are expected to be scheduled.

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy JO.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

PUBLIC SOLICITATIONS/ADVERTISING IN DISTRICT FACILITIES

The Board recognized that business and cultural organizations make available for public use much information that is of great value in advancing student education. Much of this information is not available through other sources.

The objectives of this policy are to:

1. Provide for the use and dissemination of information from private sources that tends to strengthen the curriculum and benefit the students.
2. Protect both students and their families from exploitation by companies, organizations or groups.

Using Facilities

Salespeople and other persons soliciting information, products or services will not be allowed in the classroom or on the school premises during school hours or school activities to solicit employees or students unless prior approval is given by the building principal. Except as allowed in KG, the facilities, the staff or the students of the district shall not be used in any manner to advertise or promote non-educational interests except that the district may:

1. Utilize films and other instructional aids furnished by private sources when the advertising content is reasonable.
2. Cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program when such cooperation will not interfere with the school program.
3. Permit voluntary participation by students in essay, art, science, and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program.
4. Release promotional material for athletic and cultural events that are not sponsored by the district if they parallel the district's curriculum and contribute to the educational program.
5. Accept or solicit limited advertising on extracurricular activity schedules, programs, newspapers, yearbooks or other district-sponsored publications at the discretion of the principal of the school involved.
6. Allow for distribution to teachers of information by teachers' groups or other groups partnering with the discretion through use of school mailboxes or posting in the teacher's lounge.
7. Designate a bulletin board on which information about community activities may be posted.
8. Allow certain groups partnering with the school district to conduct fundraisers or informational campaigns to distribute information in the schools, if such activities will benefit students in the school.
9. Permit other exceptions when, in the judgement of the superintendent or designee, students of the district will benefit. The superintendent may, at his or her option, refer specific cases to the Board for decision.

Collecting, Disclosing or Using Information for Marketing

In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose. The Missouri Sunshine Law may require districts to release information collected for other purposes, such as enrollment, if that information was designated as "Directory Information" and parents and students were properly notified. The district has no control over how this information will be used once released, but parents may notify the district in writing if they do not wish to have directory information released to third parties in accordance with policy JO-R.

In the rare case where the district may collect information from students for the purpose of marketing or selling that information, the district will directly notify the parents at least annually at the beginning of the school year of the specific or approximate dates when such information will be collected. Parents, upon request, may inspect any instrument used to collect personal information for the purpose of marketing or selling that information before the instrument is administered or distributed to a student. All parents and students of appropriate age may decline to provide the information requested.

This portion of the policy does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluation or providing educational products or services for or to students or educational institutions, to the extent allowed by law and Board policy, such as the following:

1. College or other postsecondary education recruitment or military recruitment.
2. Book clubs, magazines and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

For the purposes of this policy, "personal information" means individually identifiable information including:

1. A student or parent's first and last name.
2. A home or other physical address (including street name and the name of the city or town).
3. A telephone number
4. A Social Security identification number.

The district will notify parents at least annually at the beginning of the school year of the portion of this policy regarding collecting, disclosing or using information and within a reasonable time after any substantive change in this policy.

STUDENT DISCIPLINE

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students. The Board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

These policies, regulations and procedures will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. All district staff are required to enforce these policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

Building principals are responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision.

Teachers have the authority and responsibility to make and enforce necessary rules for the internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom.

All employees of the district shall annually receive instruction related to the specific contents of the district's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

The comprehensive discipline policy of the district is composed of this policy and includes, but is not limited to, the following policies and regulations: JG, JG-R-1, JG-AF (1-10), JGA-2, JGB, JGB-AP(1), JGB-AF(1), JGD, JGD-AP(1), JGE, JGE-AP(1-2), JGF, JGF-AP(1), JGGA. A copy of the district's comprehensive discipline policy is available on the District's Website at: www.eldonmustangs.org

Searches by School Personnel

School lockers, desks and other district property are provided for the convenience of students and, as such, are subject to periodic inspection without notice. The district may conduct periodic and unannounced administrative searches of lockers, desks, computers, or other district-provided equipment or areas. Additional searches of bags, purses, coats, electronic devices, and other personal possessions may be searched based on reasonable suspicion of a violation of district rules, policy or law. Dogs may be used to indicate the presence of alcohol, drugs, or other prohibited substances on campus (including the parking lot.)

The administration will contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted.

School employees and volunteers, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is strip searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

During an examination, and if reasonable under the circumstances, school employees may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or screen a student for medical conditions.

School Resource Officers

The school resource officer (SRO) may interview or question students regarding an alleged violation of law. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

BUILDING BEHAVIOR CODE

This behavior code applies to ALL students during the school day and for all activities outside the school day on or off school campus.

The behavior of students should demonstrate good citizenship, respect and accountability.

Standards to judge good behavior:

1. The student respects the rights of others.
2. The student respects and obeys school authority figures including bus drivers, teachers, aides, cooks, custodians, administrators, lunchroom and hallway monitors, volunteers, guests, and office personnel.
3. The student understands and complies to and with school rules.
4. The student demonstrates teamwork in everyday living.
5. The student tells the truth.
6. The student takes responsibility for his/her own actions.
7. A student may behave in a classroom in any manner that DOES NOT disrupt the Teacher's Right to Teach or the other Student's Right to Learn. (Cantor)
8. Student's with IEP's are subject to the same conduct policies unless otherwise outlined in their IEP.

Behavior Management Plan

The Eldon Upper Elementary Staff has implemented a behavior management program to help students manage their behavior in a way that does not interfere with learning or the learning of others. Upper Elementary believes clear expectations, boundaries, and consistency are necessary in providing structure.

The following steps may be taken to help students become accountable for their actions when he / she chooses not to follow classroom rules:

Safe Seat: The Safe Seat is a designated area in the student's classroom. It is intended to provide a safe place where a student exhibiting inappropriate behavior can begin "taking responsibility" for their behavior while continuing assignments. While students are in a safe seat, they may be required to fill out a "think sheet". A think sheet allows students to think through their inappropriate behavior(s) and come up with solutions for their actions. If a student is unsuccessful in the safe seat, he/she will be sent to the office or recovery room.

Processing: Processing is a discussion between student and teacher about behavior. Once the student accepts responsibility for the behavior, the teacher determines if the student is ready to return to their seat, unless they have been sent to the recovery room. In accepting responsibility, students find a solution for their actions. This may include an apology, a plan for improvement, a target behavior chart, or a number of other creative solutions. When a teacher calls to discuss a student's plan, it is simply to inform the parent. Please encourage the student to be accountable and to complete the plan that he / she has made.

Hallway Expectations

- Voices off
- Walk single file
- Hands at your side or behind your back
- Walk on the right side of the hallway

Mustang Pride Lunchroom Expectations

- Peaceful voices
- Bottoms on seat
- Eat only your food

- Keep your area clean
- Use good manners
- Raise your hand for help

Mustang Pride Restroom Expectations

- Wash hands with soap and water
- Keep water in the sink
- Honor others' privacy
- Quiet voices
- Flush toilet after use
- Return to class promptly

Mustang Pride Recess Expectations

- Line up quickly and quietly
- Stay out of mud and water
- Swing straight
- Stay in supervised area
- Stay away from building
- Report problems to adults
- No rough play, tackling or fighting

Lockers

In order to promote the safety of the student body and staff, students are required to keep their jackets and book bags in their lockers. Students shall be held responsible for any and all items in the locker assigned to them. Any inappropriate item in the locker shall be considered the student's possession. Students are not allowed to share lockers with their friends. Nothing may be hung in lockers that could damage the locker or that goes against school policy. The school does not assume responsibility for lost or stolen items. Locks are not permitted.

Chewing Gum, Food and Drinks

Students are not allowed to chew gum during the school hours. Teacher supervised snacks and drinks will be allowed. Students are not allowed energy drinks for any reason at the Upper Elementary School. Students are not permitted in the Teacher's Lounge for any purpose before, during, or after school unless accompanied by a teacher.

Personal Property

Electronic devices, laser lights, trading cards, and toys are not to be brought to school unless the teachers ask for such items to culminate a special project. Trading or selling of personal property is not permitted. The principal will take such items and the parent will be asked to come to school to claim the item.

Cell Phones

Cell phones will be taken by the teacher and given to the principal if they are in sight and not stored in a backpack or pocket. Any cell phone that makes any kind of noise or is being used in any way will be taken away. Parents will be asked to come to the school and claim the phone if it is taken away.

The school will not be held responsible for any lost, stolen, or damaged personal property.

ISSUES OF SCHOOL ADMINISTRATION

Dress Code

Appearance: Any attire, accessories, or hairstyles, deemed to create a health, safety, or disruption to the learning environment will be considered inappropriate for school and will not be allowed.

Accessories: Students are not to wear caps, hats, visors, headgear, hoods, or bandanas inside the building. Such items should be removed when entering the building and placed in the student's locker until exiting the building at the end of the day. Oversized coats are not to be worn inside the building. Sunglasses, chains, and skate shoes are not permitted. Wheelies, hee-tees, and shoes with cleats are also not allowed to be worn at school.

Inappropriate Markings: Items of clothing, bracelets and wristbands, and buttons may not bear alcoholic beverage, drugs, or tobacco insignias, advertisements, or writing which is provocative, profane, rude, and/or suggestive.

Shirts and General Attire: Appropriate apparel must be worn to school. Inappropriate apparel includes shirts with spaghetti straps, halter tops, and strapless or off-the-shoulders tops. Bare waistline clothing and see-through clothing are not acceptable; untucked shirts must cover the waistline at all times; tight-fitting shirts and/or low cut apparel is also not acceptable. Neither boys nor girls will be allowed to wear mid-riff shirts which expose the belly button. Clothing meant to be worn as underwear is not acceptable. Clothing meant to be worn solely as sleepwear is not acceptable.

Pants, Shorts, and Skirts: Trousers, slacks, shorts, skirts, jeans and sweatpants should be neat, clean, proper fitting and not be inappropriately cut-up or torn. Short shorts and short skirts (subject to the principal's discretion) are not permitted. Sagging pants below the waistline or showing underwear or buttocks are not acceptable. Holes in pants will be allowed from the knee down. Any holes above the knee must be covered by a patch either inside or outside of the garment and no flesh may be showing through the hole.

*The study and revision of the dress code will be an ongoing process. Exceptions to the dress code for health or religious reasons will be considered on a case-by-case basis.

Physical Education Dress Code

Students should wear tennis shoes and shorts, pants or skirts; shirts long enough to tuck in for PE. NO gum or jewelry are allowed.

Books

All books are loaned to students free of charge. Students are responsible for lost or damaged books. Students are responsible for textbooks until the end of the year or until the student withdraws from Eldon R-I. Fines are levied when books are lost, damaged beyond use or cannot be repaired. Replacement price will be assessed in all cases regarding a library type book. Replacement cost of a textbook may be assessed on a pro-rata basis. **ALL FINES ARE EXPECTED TO BE PAID WITHIN 30 DAYS OF NOTIFICATION.**

Registration

All students entering grades 3-5 will be required to register with the school. Registration will take place approximately 1-2 weeks before classes begin. Emergency, health, transportation, and lunch records will be updated at this time. Teacher and locker assignments will also be handed out.

Emergency/Health Information Sheet

We must have an up-to-date emergency information sheet for each student. Notify the school immediately if there are any changes in a student's address, telephone number, diagnosed allergies or emergency contact persons.

According to Missouri State Law regarding students' immunization, all such records are to be updated each school year. Noncompliance will result in exclusion of the student from school as mandated by Missouri Law.

Closing of School

It may be necessary to call school off due to weather conditions or other acts of nature. This announcement will be aired over the radio stations KRMS, KLOZ, KBMZ, KZMO and KLGS by 6:30 a.m. newscast. KRCG-TV-13 will also carry the announcement. In addition, the district will send out a message via the district's automated call system to the parent primary phone number on file. When this type of closing occurs, the day missed will be made up according to a calendar extension of the school year, or other days as designated by the school calendar.

Early Dismissal of School Due to Bad Weather

In the event of an emergency after school is already in session, the superintendent of schools will announce an early dismissal of schools. The district will send out a message via the district's automated call system and the above mentioned TV and radio stations listed will also be notified.

Release of Students During the Day

To ensure your child's safety and to lessen classroom disruptions, please send a note or call the school office if a student is to be picked up during school hours. The parent/guardian or designated person will pick the child up at the office. Authorized persons must have identification available upon request.

Telephone Calls

Telephone calls to and from the students are discouraged. Messages are taken by the school secretaries and are delivered to the child or the teacher. PLEASE DISCOURAGE YOUR CHILD FROM ASKING TO CALL YOU AT HOME OR AT WORK.

Class Placement

Classroom Assignments

Eldon Upper Elementary School's endeavor is to develop class lists that will promote a positive learning environment in each classroom. The placement process is complex. Classroom teachers (who have had the children the past year) are consulted, and the following criteria is used to establish equal and balanced class units:

- Educational needs (special services and special needs)
- Behavior issues that may have an impact on the dynamics of the classroom
- Academic achievement (ratio of high, average and low achievers in each classroom)
- Ratio of boys/girls
- Separation of siblings, cousins, duplicate names, etc.

Often parents want to request a certain teacher for their child. As much as your involvement in your child's education is appreciated and encouraged, we will not accept any requests for specific teachers by name. If you wish to express your child's individual learning needs, or a particular concern that you have for next year, please put your thoughts in writing and send them to the school principal by May 1. Teacher assignments will be handed out at registration in August.

Promotion, Acceleration and Retention of Students

The Eldon R-I School District is committed to the continuous development of students enrolled in the district's schools, and to student achievement of the skills for the current grade assignment for promotion to a higher grade. The superintendent, in cooperation with the professional staff, shall develop administrative procedures for the promotion, acceleration and retention of students.

Promotion

Students will normally progress annually from grade to grade when, in the judgement of the district's professional staff, it is in the best educational interest of the student involved. The final decision to promote a student rests with the school administration.

The district requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and expectations established for that particular grade level. The superintendent or designee shall determine which skills and expectations must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but shall not necessarily be limited to; a mandatory summer school program focused on the area of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, count the extra hours of instruction in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents or guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate public education, shall be made in accordance with the student's Individualized Education Program (IEP).

Acceleration

The district will assist students so that they progress academically in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration to a higher-grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student guidance counselor and with the joint approval of the parents/guardians, the principal and the superintendent.

Retention

Retention may be considered when, in the judgement of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

Honor Roll

Principal's Honor Roll	4.0
A Honor Roll	3.66-4.0
B Honor Roll	3.00-3.65

STUDENT HEALTH

School Nurse Information

The school nurse's office is located in the 4th grade wing of the school. The nurse is on duty from 7:30 a.m. to 3:30 p.m.

Immunizations

According to Missouri State Law regarding students' immunization, all such records are to be updated each school year. Noncompliance will result in exclusion of the student from school as mandated by Missouri Law

Dispensing of Medications at School:

Prescription Medication (those prescribed by a physician)

If your child needs to take prescribed medication during school hours, the medication must be in the original container from the pharmacy, with only those doses to be given at school. A physician must fill out an AUTHORIZATION FOR MEDICATIONS TO BE TAKEN DURING SCHOOL HOURS form from the school nurse or a prescription form from the physician **BEFORE** the medication will be given by the school nurse or principal's designee. Any questions should be directed to the nurse. A week's supply of medication may be sent at a time (**DO NOT SEND MORE THAN A MONTH OF MEDICATION**). The medication must be given to the nurse as soon as the student arrives at school with a note from the parent stating when the medication is to be given. The nurse will be sure that the child gets the medication when ordered. As soon as the child gives the medication to the nurse it will be locked up in the health room to prevent misuse of accidental ingestion.

Non-Prescription Drugs (Any over-the-counter)

If you feel your child needs these (Tylenol, Ibuprofen, pepto, tums, maalox, cough drops) he/she must fill out a parent medication permission form, which must be signed by the parent and returned to the school nurse. This form will only need to be filled out once during the three years your child attends school at Upper Elementary. If you do not wish for your child to receive over-the-counter medications from our nurse, please inform the school nurse in writing.

FAILURE TO COMPLY WITH THE MEDICATION REQUIREMENTS WILL RESULT IN THE CHILD NOT RECEIVING THE MEDICATION.

Illness or Injury during School

In the event that a child becomes ill or seriously injured, the nurse will contact the parent or guardian by telephone. If the parent cannot be reached, the nurse will call the emergency number listed on the student's emergency information sheet.

The school district does not provide insurance in the event of an accidental injury. If you wish to purchase individual accidental insurance, forms are available in the office.

Doctor's Written Medical Excuse

If a student needs to be excused from physical education, or from any physical activity, the parent/guardian should obtain it in writing from their physicians. The written notice should be brought to the office and the teachers will be notified.

Personal Hygiene

Personal hygiene is an essential life skill required of all students attending Eldon Upper Elementary School. Inappropriate hygiene habits can contribute to the spread of disease and create an unhealthy environment in a school. Students are expected to be clean and free of odor while at school and students should bathe and shampoo regularly as well as use deodorant on a daily basis. Hair must be combed, clean and well groomed.

If it becomes apparent that a student is violating this section on personal hygiene, the student may be required by the nursing staff, and/or administration to bathe, shampoo, or groom prior to returning to

the classroom. If such a request is made, an attempt shall be made to keep the request confidential. If personal hygiene is a reoccurring problem, the nursing staff will send home a letter to notify the parents or guardians.

Head Lice Policy

It will be the responsibility of the school nurse or the principal's designee to examine any student who is possibly infested with head lice, or eggs (nits). Students found to be infested will be excluded from attending school. The student will be excused the day sent home and one additional day to get free of the lice and nits. The students must be lice and nit free to return as stated in the head lice policy.

Conditions that Require Exclusion from School:

The following information is provided to help parents understand certain conditions that require exclusion from school:

1. Fever of 100 or over, or had fever within 24 hours
2. Undiagnosed rash
3. Vomiting
4. Diarrhea
5. Fainting
6. Red inflamed eyes (pink eye) until diagnosed and treated, if needed. Must be on medication for 24 hours before returning to school.
7. Impetigo (A contagious skin condition, with crusty areas especially about the nose and mouth)
8. Ringworm – must be on proper medication prior to returning to school
9. Head Lice – students must be nit free and be checked by the school nurse before being allowed back in school. Parents must bring child to school to be rechecked.
10. Scabies – treatment the same as for head lice
11. Chickenpox – students may return to school when all the lesions are crusted over
12. Mumps
13. Or any other condition at the discretion of the school nurse or administration

Students are not to call home if they are sick. They must check out through the nurse. The nurse will determine who is sick enough to go home. Students who use a cell phone to call parents to pick them up will be referred to the Principal for possible disciplinary action.

Students sent home ill with elevated temperatures, vomiting, diarrhea, and or stomach issues are asked to be kept home until they are symptom free for 24 hours. Many children are sent home ill one day and return the next, only to be sent home again because they have not recovered.

We appreciate parents sharing the diagnosis and treatment of their child which has been sent to physicians, so we can ensure high quality healthcare.

According to Missouri State Law regarding students' immunization, all such records are to be updated each school year. Noncompliance will result in exclusion of the student from school as mandated by Missouri Law.

FOOD SERVICES

Lunch / Breakfast Programs

The lunch program at Upper Elementary is computer programmed and students will use their assigned 4-digit PIN number to purchase breakfast and/or lunch each day. Lunch money will be collected daily and students are encouraged to pay by the week or month if possible. School prices for students are: Breakfast Free for all students; lunch \$1.95. Reduced lunch \$.40. Students are allowed to purchase extra milk for \$.35. Prices for adults are: Breakfast \$1.35, lunch \$2.70. Checks should be made payable to Eldon R-I School District.

Eldon R-1 School District Meal Policy

The Eldon R-1 Schools charge policy is designed for the convenience of the parents and students. We know that things get forgotten, so we allow an elementary student to charge **A SCHOOL MEAL ONLY**, up to 3 meals. After the 3 meal charge is reached, elementary students will receive an alternative meal such as a sandwich and milk until their charges are paid in full. They will not go without eating. Parents will have the opportunity to access their child's meal charges through the school parent portal of SIS. If a student owes lunch money, a School Messenger call will be made every Monday and Thursday until the balance is paid.

In the beginning of May we cut off all charging and request that parents pay off all debt owed before the end of the school year. The deposit requests will only be mailed home at the end of the school year. If you receive one, please send a check or money order made out to Eldon Upper Elementary School.

All charges not paid before the end of the school year will be carried forward into the next school year, even if your child(ren) switch buildings.

Free and Reduced Meals

Applications for free and reduced priced meals will be available to students at registration and during the school year. They are to be filled out and returned to school as soon as possible. Applications will be reviewed and approved or rejected as per government guidelines as soon as possible. You will be notified of the approval by a school official. Since your income status may have changed from last year to the current year, it is necessary that parents reapply each year for free or reduced meals.

If your child receives free or reduced priced meals based on your income, you **MUST** tell the school if your household size decreases or your income increases. If your child receives free meals based on food stamps or AFDC, you **MUST** notify the school when you are no longer receiving food stamps or AFDC.

You may apply for free or reduced meals anytime during the school year. Any change in household income, size, employment or eligibility for food stamps or AFDC would be reasons to apply or reapply.

School Menu

The school menu is passed out to students and staff at the first of each month. It is also published in the local newspaper and on the school's website. The teacher should also post the menu in their classroom.

Lunch Guests

At this time parents/guests are not permitted to eat lunch with students.

TRANSPORTATION SERVICES

All students riding a bus to and from school or any school activity are subject to rules of the Eldon R-I School Board, Department of Elementary and Secondary Education and the laws of the State of Missouri. Any misbehavior, which distracts the driver, is a very serious hazard to the safety of all passengers.

Please read the following Eldon R-I School Assertive Discipline Plan for buses. Talk with your child concerning the contents of the plan and the consequences of misconduct. Your support and cooperation are needed and appreciated.

Discipline Guidelines for Buses

1. Obey the driver promptly.
2. Stay seated unless getting on or off the bus.
3. Keep hands, feet and objects to yourself and inside the bus.
4. No offensive language or disruptive behavior allowed.
5. No eating, drinking or harmful objects allowed on the bus.

Consequences

1. Verbal warning issued and/or assigned seat given by the driver
2. Contact parent/guardian and the building principal
3. Conference with the student, parent/guardian, driver and building principal
4. Sent to the principal with a recommendation for suspension of bus privileges

Severe Clause

Visit the principal with a minimum three-day (3) suspension of bus privileges recommended.

Bus Permits

Students will only be allowed to ride one bus to one destination, either home or to after school care. This is important because drivers and other school personnel cannot keep up with the high volume of daily changes in home destinations and because some buses are already filled to near capacity.

Students will not be allowed to ride a different bus except in emergency situations. It is the parent's responsibility to make other arrangements-not the schools.

Emergency Bus Pass: There will be **NO temporary bus passes** issued. If an emergency would happen to come about and you as a parent or guardian have absolutely no other way of transporting your child home then you may visit with the building principal. If the building principal deems the situation as an emergency they will then issue an emergency pass. The bus driver must have a copy of the form which will have important information and specific locations of the drop off. **NO MORE THAN THREE EMERGENCY BUS PASSES WILL BE DISTRIBUTED WITHIN ONE SCHOOL YEAR.**

Parental Transportation and Walkers

Before School: In order to ensure the safety of every student at school, parents/guardians should NOT leave their children at school before 7:50 a.m. as there is no supervision during this time. **The doors will be unlocked promptly at 7:50 a.m.** Children must be dropped off at the 15th street door by the office.

After School: All children who walk home or are to be picked up at school will stay inside the building and wait in the commons area. Students may be picked up in the drive through pick up area between 3:20 - 3:40 p.m. Parents/guardians will enter the parking lot at the 15th St. entrance to pick up their child. This will be the **ONLY** pick up point for students who ride in a private vehicle. Children should always

be picked up immediately after school is dismissed. Students MUST be picked up in their respective buildings and must sign out with a staff member prior to leaving. Students that will be picked up, walk, or ride a bike on a regular basis need to file an authorization form in the office. If a student rides a bicycle, they must include alternate transportation, in the case of bad weather, on the permission form. Students walking or riding a bike after school will not be released until the buses are gone. If a student is to be picked up, walk home, or ride a bike, NOT on a regular basis, the student MUST have a signed note or phone call from the parent covering the days to be affected. Authorized people must have identification available upon request.

Regular early pick-ups are discouraged as they may impact student learning.

Our teaching staff is available from 7:55 a.m. to 3:55 p.m. Our office hours are 7:50 a.m. to 4:00 p.m. The district is not responsible for supervising students outside the stated times.

MISCELLANEOUS

After School Activities

If your child participates in any out-of-school group/organization that meets on a regularly scheduled basis and which necessitates him/her staying after school, please file a note to this effect with the office and your child's teacher. One note for the entire school year will be sufficient.

Visitors to Upper Elementary

In the interest of the safety of all of our students and staff, Eldon Upper Elementary will be locked and secured from 8:30 a.m. to 3:20 p.m. every day. Parents and guests wishing to enter the building will need to ring the bell on the outside of the front doors for assistance. Upon entering the building please stop by the front entry so that we may assist you further. If you wish to deliver something to your child, please bring it to the front entry and we will notify him/her. Students will not be allowed to bring guests to school. The school will not assume responsibility for children who do not legally reside in the Eldon School District.

Field Trips

We value and welcome your participation as a part of your child's development. If you intend to participate in classroom field trips, **please notify your child's teacher in advance.** Parents will need to provide their own transportation and meal.

Lost and Found

Items such as purses, billfolds, jewelry, glasses and watches are to be turned in to the school office and may be claimed there. It is strongly recommended that outer clothing and other personal belongings be properly labeled. At the end of the school year, all unclaimed items will be given to charitable organizations.

Deliveries

Deliveries to students are not encouraged. Deliveries to students during the school day cause distractions in the classroom and on the bus. All deliveries to students will be dispersed at the very end of the school day. Please consider size and safety issues if your child will be taking their delivery home with them on the bus. Any oversized items, such as balloons, and glass vases will not be permitted on the bus.

Classroom Parties

Each grade level is permitted to have three (3) parties a year – Fall Festival, Christmas and Valentine's Day. Classes may also plan celebrations in conjunction with special units of study.

BIRTHDAY PARTIES ARE NOT TO BE HELD IN SCHOOLS. Please plan to have birthday parties on non-school times.

Due to student food allergies, please contact teacher before sending any treats.

Distribution of Non-Commercial Foods

In the interest of providing a healthy environment, snacks brought by students or parents to share with other students or treats for parties should be purchased at a store or bakery. Food brought should be individually wrapped or in the original unopened container. Teachers may present learning activities involving food providing all participants use proper hand washing procedures and preparation is closely supervised.

MO HealthNet for Kids (MHK)

The District will provide information about the state children's health insurance program, MO HealthNet for Kids (MHK), to parents/guardians enrolling students in the district. If a parent/guardian indicates on an application for free and reduced-price meals that a child does not have health insurance, the district

will notify the parent/guardian that the MHK program is available, if household income is within eligibility standards. For more information on MHK please visit their website at: <http://dss.mo.gov/mhk/>

District Website

For district information, the district's policy manual, district handbooks or school information please visit our district/building website at eldonmustangs.org . We also encourage all parents to utilize e-mail as a way to communicate with their child's teacher (s). All staff e-mail addresses may be found on the district website.

The phone number and address for the Eldon R-1 District office is: 112 S. Pine St.
Eldon, MO 65026
(573) 392-8000