

# **2021-2022 Student Handbook**

## **Chaffee Elementary School**

**“Everyone a Learner Every Day”**



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**Principal**

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**Administrative Assistant**

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## **CHAFFEE R-II SCHOOL DISTRICT MISSION STATEMENT**

We serve the community by creating an educational environment of accountability and high expectations conducive to the production of life-long learners.

## **CHAFFEE R-2 SCHOOL DISTRICT VISION STATEMENT**

Engaged citizens who contribute to positive growth

## **CHAFFEE R-2 SCHOOL DISTRICT CORE VALUES**

- Safety
- Commitment
- Compassion
- Service
- Responsibility
- Growth
- Cooperation
- Knowledge

## **CHAFFEE ELEMENTARY SCHOOL MISSION STATEMENT**

Chaffee Elementary School exists to provide a safe and supportive learning environment with high expectations of students, staff, and community.

## **VISION STATEMENT**

Chaffee Elementary School strives to become an exemplary learning community through high quality instruction with respect for all members.

## **SLOGAN**

“Everyone a Learner, Every Day”

## **PUBLIC NOTICE (PRF 6250)**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Chaffee R-2 Schools 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, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

Chaffee R-2 Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

Chaffee R-2 Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Chaffee R-2 Schools has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the office of the Special Education Director, 408 Elliott St., Chaffee, MO 63740 upon request. This notice will be provided in native languages as appropriate

## **PARENT - TEACHER CONFERENCES (PR 1405)**

We will have two parent - teacher conferences per year. They are scheduled for the months of October and February for the 2021-2022 school year. Additional parent – teacher conferences may be scheduled during the school year as deemed necessary.

### **HONOR ROLL (PR 6450)**

Students are given every opportunity to excel academically. An honor roll is published four times each school year to recognize students for scholastic excellence. Students must have a B average or above to be eligible for the honor roll.

### **PRESIDENT'S AWARD FOR ACADEMIC EXCELLENCE (PR 6450)**

- A. The first 3 quarters the student has to maintain a grade point average of 90% or above
- B. The student has to be in attendance 95% of the time.
- C. 1. The student has to have high achievement on the state assessment in reading or math.

OR

- 2. The student has to be recommended by a teacher and one other staff member.

### **PRESIDENT'S AWARD FOR ACADEMIC ACHIEVEMENT (PR 6450)**

- A. Honor Roll the 1st - 3 quarters.
- B. Respect to all peers and faculty in the building. This would mean no discipline actions for disruptions. They may have certain discipline, but not for respect or disruptions.
- C. 95% attendance.

A yearly banquet will be held honoring these students along with their parents.

### **PROGRESS REPORTS (P 2520)**

Progress Reports will be sent home every 4 weeks, at mid-quarter, and report cards at the end of the quarter. Parents/guardians will be informed and then able to take appropriate measures before report cards are issued. Questions/concerns should be addressed by making an appointment with the classroom teacher.

### **PERMANENT STUDENT SCHOOL RECORDS (PR 2520)**

The permanent student school record of each student accumulates with pertinent information each year and remains after graduation. The records may be accessed only by authorized - certified school staff, parents, and students. Records may be released to another school district, agencies, etc. only by written permission and authorized signature of the parent/guardian. These student records contain:

- 1. Factual information (parents, date of birth, etc.)
- 2. Semester grades
- 3. Testing information (MAP, achievement tests, etc.)
- 4. Physical/immunization records
- 5. Attendance information

### **MINIMUM REQUIREMENTS OF K-6 ELEMENTARY STUDENTS (PR 2520)**

Each student receives regular instruction in the following subjects based on a student's needs and in accordance with a locally developed schedule adopted by the local board of education.

Language Arts (reading, writing, speaking, and listening)

Mathematics

Science

Social Studies

Each student receives regular instruction in the following subjects for the "minimum" amount of time specified:

Art	50 minutes per week
Music*	50 minutes per week
Physical Education	50 minutes per week

\*6<sup>th</sup> graders will have the option to take band as their music elective. This will take the place of general music for the 6<sup>th</sup> grade level.

### **GRADING SCALE (PR 2520)**

#### **PRIMARY**

O - Outstanding

S - Satisfactory

I - Improvement Needed

U - Unsatisfactory

#### **INTERMEDIATE**

A: 100 - 96

B+: 89 - 87

B- : 82 -80

C: 76 – 73

D+: 69-67

D-: 62-60

A- : 95 - 90

B: 86 - 83

C+: 79 - 77

C-: 72-70

D: 66-63

F: 59 & below

### **Standards-Based Grade Reporting Grades K - 2**

<b>PERFORMANCE LEVEL DESCRIPTORS</b>	
<b>1- Beginning</b>	<b>NA - Not Applicable</b>
<b>2- Approaching</b>	<b>S - Satisfactory</b>
<b>3- Meeting</b>	<b>U - Unsatisfactory</b>
<b>4- Exceeding</b>	<b>P - Progression</b>

#### **Quarter Ending Dates**

1<sup>st</sup> Quarter – 10/25/21

2<sup>nd</sup> Quarter – 12/20/21

3<sup>rd</sup> Quarter – 3/08/22

4<sup>th</sup> Quarter – 5/17/22

Progress Reports – sent home with student

1<sup>st</sup> Quarter – 9/24/21

2<sup>nd</sup> Quarter – 11/19/21

3<sup>rd</sup> Quarter – 2/11/22 (at parent teacher conferences)

4<sup>th</sup> Quarter – 4/01/22

Report Cards

1<sup>st</sup> Quarter – 10/25/21 (at parent-teacher conferences)

2<sup>nd</sup> Quarter – 12/28/21 (mailed home)

3<sup>rd</sup> Quarter – 3/11/22 (mailed home)

4<sup>th</sup> Quarter – 5/20/22 (mailed home)

**PARENT PORTAL (PR 1405)**

Parent Portal is an Internet ready program that allows you, via your web browser, to access timely information about your child's progress in school. With a click of the mouse you will have access to grades, attendance, discipline, and much more. To begin using Parent Portal, you must first ensure that the office has a correct email address on file to access the system. When the office has your correct email address and it is entered into the system, you will have access to set up your parent account. This is an updated system for the 2021-2022 school year and will enable you to update contact information, add or delete those who have access to pick up your child from school, check your student's important student information and more. The web address to set up your account is <https://sdm.sisk12.com/MOCF360x3/login>.

**PERFECT ATTENDANCE (PR 2310)**

Perfect attendance awards are given to students throughout the school year. Perfect attendance is calculated as a student not missing any day of school throughout the school year, and with no tardies accumulating past 60 minutes during the school year.

**ARRIVAL AND DISMISSAL OF STUDENTS (PR 2330)**

**Students should NOT arrive before 7:15 a.m.** At that time the doors will be opened to the activity center. Breakfast will be served beginning at 7:25 until 7:50.

- All students will go to the activity center upon arrival. The doors leading in to the hallway of the school will be LOCKED at this time. If you should need to drop off something for the office, there will be a designated area just outside of this locked door. If you need to speak with someone in the office before school, an appointment should be made prior to this time or contact the school personnel that is on duty at the front door in the morning.



### BELL SCHEDULE

7:55 a.m.	-----	First Bell
8:00 a.m.	-----	Tardy Bell
2:57 p.m.	-----	Dismiss bus riders/car riders
3:00 p.m.	-----	Dismiss walkers & bike riders

Parents picking students up after school should wait **in their cars in the pick-up line. DO NOT WAIT BY THE CLASSROOM DOORS OR IN THE HALLWAYS. Please do not walk up to school to pick up your child in the car pick up line.** For traffic safety and the safety of your child, parents delivering or picking up students should drop off students in the activity center parking lot at the door. There will be three signs designating pick up and drop off locations. Students should **ONLY** be picked up or dropped off in these locations. Drop-offs should **NOT** occur by the stop sign on Elliott Street. That is designated for walkers to safely cross the street.

### ENROLLMENT PROCEDURES (PRF 2230)

Kindergarten pre-enrollment will be held each spring. Schedules will be announced in the local newspaper. At the time of enrollment, parents **must** provide the following information:

1. A State issued Birth Certificate
2. Complete, up-to-date Immunization Records (see page 25)
3. Social Security Number
4. General Health Data
5. Kindergarten enrollment will schedule the child to take an assessment. Vision, speech, language, and hearing will be screened by certified school staff.
6. Address verification including rental contract, real estate contract signed by all parties, utility bill/deposit receipt, any employment documents, or driver's license to verify residency.

### TRANSFERRING TO ANOTHER DISTRICT (P2245)

1. Notify the school office at least three days before leaving.
2. PLEASE return **all** schoolbooks and supplies.
3. All of the student's personal items must be removed from their desk.
4. Report cards will be issued to students when they have been in attendance long enough to justify proper and fair evaluation.

### CLASSROOM VISITS (PR 1405/P 1430)

Parents are welcome at our school. It is required that visits be arranged with the classroom teacher or principal preceding arrival. **ALL** visitors **MUST** check-in at the office upon arrival. Students should not bring visitors to school with them. Visitors needing to speak to any student or teacher **MUST** report to the office first. If parents will be present in classroom for meeting, observation, etc. a visitor's badge must be worn at all times while in the building and they should have prior approval from the principal.

## **STUDENT DRESS GUIDELINES (P 2651)**

The providing of an environment is safe, healthy, and conducive to learning is the first priority of the school. Student attire and grooming standards influence that environment. The school requires that student attire and grooming not pose health or safety risks to self or other, or be disruptive to the educational process. The following is **inappropriate** for school wear:

1. Midriff blouses or shirt.
2. Biker shorts (spandex) as outerwear
3. Clothing which illustrates with words or symbols statements condoning alcohol, tobacco, drug abuse, views concerning sexual issues and depiction of violence or profanity.
4. Clothing with holes cut or torn so as to expose the body inappropriately.
5. No hats or sunglasses will be worn in the building at any time.
6. Footwear will be worn at all times.
7. In all cases of questionable dress, the administration will have the final decision.
8. Teachers are requested to send notice to the office of any student wearing questionable dress.

Students at Chaffee Elementary are expected to be clean, neat, and modest at all times during the school day and at school activities. Three dress code violations in a single quarter are considered a major discipline offense and will be handled according to the school discipline plan.

## **SCHOOL INSURANCE (P 2840)**

Student insurance information will be available at the beginning of the school year. A choice of full-time or only school-time coverage may be selected. The school is not connected with the insurance company or agency. This is a service provided for our students.

## **SCHOOL PICTURES**

Individual color pictures are taken of students each fall and class group pictures are taken on make-up day. All children will have individual pictures taken, but parents are not required to purchase pictures. Spring pictures will also be taken, but parents are not required to purchase pictures. Purchase of a picture package also includes a full-color school yearbook to be delivered at the end of the school year.

## **LOST AND FOUND**

Many personal items are lost by the children and never claimed. Articles will be kept until the end of the school year. To assist with identification, items should have the student's name written on them with a permanent pen. This will eliminate the confusion of unclaimed items.

## **TELEPHONE PROCEDURES**

The school office will deliver all **emergency** calls and messages to children and teachers. We request that teachers and students not be asked to come to the phone during class time. Parents **need to plan before** the student leaves for school of the daily transportation plans, after school care, and notes written to the teacher concerning a change of plans, etc. Phone messages relating to changed plans must be kept to a **minimum** or **emergency status**.

## **CARE OF SCHOOL PROPERTY (P2654)**

Our students, teachers and families have a sense of pride in our school. Everyone works hard to provide facilities, equipment and programs for our students. It is the duty of responsibility of each student to respect the school's property. Students who deface, lose, or destroy school property shall be required to pay for the damages and loss.

## **GIFT DELIVERIES**

The school will accept flowers, balloons, or gift deliveries for students; however, items that may restrict the bus driver's visual field or cause a safety concern on the bus including, but not limited to, helium balloons or glass items, will not be allowed on the bus. If making a gift delivery to the school, arrangements should be made to pick up that gift at the end of the day by a parent/guardian. We encourage these mementos be delivered to the home and not to the school.

## **RECESS AND PLAYGROUND**

Students have designated playground areas during outside recess. All students are to play in their designated areas. Students are not to play in the parking lots, front drive, on School Street, or yards next to the playground. When designated by the teacher, students should remain inside the fenced area of the playground unless permission is given by the teacher on duty to play in another area of the playground.

## CHAFFEE ELEMENTARY SCHOOL SUPPLY LIST

### PRE-K

1 regular sized backpack  
1 school supply box  
1 box of washable markers  
1 box of 24 crayons  
1 package of pencils  
2 folders  
3 notebooks  
1 box of tissues  
2 bottles of glue  
An extra change of clothes

### KINDERGARTEN

1 backpack  
1 2 inch binder  
1 pair Fiskar scissors  
1 package #2 pencils – plain yellow  
1 plastic folder with pockets  
2 large soft rubber erasers  
2 boxes of tissues  
4 glue sticks  
4 boxes of 8 count crayons  
1 thick coloring book  
1 nap mat  
1-2 packages of dry erase markers (optional)  
1 bottle of Germ-X (optional)  
1 package of wet wipes (optional)

### FIRST GRADE

Backpack  
School Supply Box  
4 boxes of 24 crayons  
2 packages #2 pencils  
2 large rubber erasers  
2 glue sticks  
2 bottles of glue  
2 spiral notebooks  
1 pair fiskar pointed 4” scissors  
2 large boxes of tissues  
1 folder with pockets and holes punched  
1 1” binder with pockets  
2 boxes washable markers  
Earbuds or headphones  
1 container Clorox wipes (optional)  
1 package dry erase markers (optional)  
1 bottle of Germ-X (optional)

### SECOND GRADE

1 backpack  
1 plastic art box  
1 box of pencils – 12 count  
4 glue sticks  
1 pair scissors  
1 pink eraser  
2 dry erase markers  
1 box of 24 ct crayons  
1 roll of paper towels  
1 spiral notebook  
1 box tissues  
1 container Clorox wipes

### THIRD GRADE

1 backpack  
1 1 inch binder  
1 pencil pouch with holes to put in binder  
2 boxes of 24 ct. crayons  
3 packages of #2 Ticonderoga pencils  
1 box of 24 ct. crayons  
2 large soft rubber erasers  
1 highlighter  
2 glue sticks  
1 pair pointed end scissors  
2 boxes of tissue  
4 plastic folders with holes and pockets  
2 spiral notebooks  
2 dry erase markers  
1 handheld pencil sharpener  
1 box baby wipes (optional)  
1 bottle of hand sanitizer (optional)  
1 stick of deodorant  
1 pair ear buds or headphones (label with name in Ziploc bag)

(4<sup>th</sup> – 6<sup>th</sup> grade lists on next page)

*Chaffee Elementary School*

*“Everyone a Learner Every Day”*



#### FOURTH GRADE

- 1 back pack
- 4 packages #2 pencils
- 2 large pink erasers
- 1 pair scissors
- 4 glue sticks
- 2 boxes of 24 ct. crayons
- 1 package washable markers
- 4 dry erase markers (black)
- 1 2 inch 3 ring binder
- 1 zipper pouch to put in binder (no boxes)
- 4 two pocket folders with holes punched
- 1 red folder – Homework folder
- 2 spiral bound wide ruled notebooks (one subject)
- 1 package notebook paper (wide-ruled)
- 1 pair ear buds or headphones (label with name in Ziploc bag)
- 1 stick deodorant (label with name)
- 1 box of tissue
- 1 container of disinfectant wipes
- 1 bottle Germ-X
- 1 box Ziploc bags – gallon size (girls)
- 1 box Ziploc bags – quart size (boys)

#### FIFTH & SIXTH GRADES

- 1 backpack
- 1 plastic pocket folder with holes
- 1 1 inch 3 ring binder
- 3 composition books (sewn with 100 sheets)
- 1 12 pack of colored pencils
- 1 bottle of glue (no larger than 4oz. no glue sticks)
- 50 pencils
- 2 red pens
- 2 dry erase markers
- 2 highlighters
- 1 pencil pouch with holes with clear front that zips (no boxes)
- 1 pair of pointed scissors (adult sized)
- 1 package of wide ruled loose leaf paper
- 1 pair of ear buds (labeled with name in Ziploc bag)
- 1 box of tissues (optional)
- 1 wireless mouse (optional)

## POSITIVE BEHAVIOR SUPPORT (PR 2610)

Chaffee Elementary uses Positive Behavior Support to create a safe, respectful and responsible school environment. This system has several key elements:

- ◆ Expected school behaviors are communicated to staff, students, families and stakeholders through a matrix of appropriate behaviors
- ◆ Appropriate behaviors are taught and reviewed throughout the school year
- ◆ Appropriate behaviors are encouraged through a system of school-wide or universal recognitions and celebrations
- ◆ Inappropriate behaviors are discouraged through a set system in which staff identifies major and minor behavior issues, follows an identified discipline process for reporting and addressing behavioral concerns and focuses on re-teaching expected behaviors
- ◆ Data about inappropriate behavior is collected and reviewed on a monthly basis and is used to drive decision making about behavioral concerns throughout the school year.

### Chaffee Elementary Positive Behavior Support Mission Statement:

Our purpose is to consistently teach social expectations that foster academic success, promote positive behaviors and provide safety across all school environments.

### Chaffee Elementary Positive Behavior Support Matrix:

	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
<b>Be Safe</b>	Keep hands and feet to yourself  Be where you belong  Return to class in a timely manner	Stay seated  Keep your area clean	Remain seated  Face forward  Stay 10 feet from the roadway  Walk around the front of the bus	Walk on the right side  Face forward  Stay in a straight line	Report spills  Face forward in line  When dismissed, walk to your class line	Walk  Wash your hands with soap and water	Use equipment appropriately  Stay in approved areas
<b>Be Respectful</b>	Use kind words and actions  Use whispering voices	Raise your hand when you need help	Keep the bus clean	Walk silently  Keep your hands behind your back	Eat only your food  Raise your hand	Give others privacy	Take turns  Use appropriate language  Show good sportsmanship
<b>Be Responsible</b>	Use materials appropriately  Keep school neat and clean  Follow directions  Keep your eyes forward, mouths closed and ears open	Follow all classroom rules  Complete assignments on time  Have supplies and books ready for class	Take all your belongings  Watch for your stop  Keep your body and your belongings out of the aisle	Return to class promptly	Clean up after yourself	Put trash in the trash can  Flush all toilet paper when finished	Line up quickly and quietly when the whistle is blown  Be a problem solver

## Positive Behavior Support Process for Discouraging Inappropriate Behaviors

Chaffee Elementary classifies inappropriate behaviors as either minor offenses, handled by the teacher in the classroom, or major offenses, handled by the administration at the office level.

<b>Behavior</b>	<b>MINOR Definition</b>	<b>MINOR Example</b>	<b>MAJOR Definition</b>	<b>MAJOR Example</b>
Physical Contact	Contact with another person without intent to harm OR contact with another person causing minor harm	Poking other students Bopping another student on the head without force Touching other students Kicking other students under the table Tapping other students Tickling other students Playing with others' hair	Contact with another person with intent to harm OR contact with another person causing significant harm	Physically fighting with another student Attacking another student Hitting, tripping, kicking or shoving another student purposely Stabbing another child with a pencil Throwing books or other supplies Hitting or touching a staff member in a threatening manner
<b>Behavior</b>	<b>MINOR Definition</b>	<b>MINOR Example</b>	<b>MAJOR Definition</b>	<b>MAJOR Example</b>
Disrespect	Treating another person in an unkind or hurtful manner	Rolling eyes at another student or staff member Talking back to a staff member under breath Talking while the teacher or other students talk Teasing other students Taking other students' supplies without asking Yelling at or arguing with other students Talking out without permission	Treating another person in a hurtful or threatening manner, with intent to harm that person's feelings, sense of safety or reputation.	Spitting in the face of or at another student or staff member Yelling or hollering at a staff member Talking back to a staff member Lying to a staff member Spitting on equipment or supplies
Defiance	Disregarding or ignoring directions or instructions given by staff members	Sitting in class without working Unintentionally doing the opposite of what teacher said Ignoring teacher requests or directions Quietly refusing to do work Responding slowly to corrected behavior Refusing to move to appropriate location when asked Being off-task Daydreaming or focusing on other things in class	Resisting directions or instructions given by staff or treating staff with contempt	Refusing to follow directions after multiple reminders Purposely doing the opposite of what a teacher says to do Telling the teacher NO Refusing to speak/work/respond Refusing to comply with teacher's directions Continually refusing to do assignments or class work

Disruption	Engaging in behaviors that briefly or unintentionally interrupt instruction	Getting out of seat Making noises Talking with other kids during class Playing with an object Tapping pencils Talking when entering room Talking without raising hand	Engaging in behaviors that purposely or significantly interrupt instruction	Throwing chairs or supplies Shouting or screaming in class Talking excessively after being asked to stop several times Continuously shouting out
Inappropriate Language	Using language in an inappropriate manner	Saying words like stupid, idiot, sucks, etc. Saying shut up to a student Saying a bad word (not directed at anyone)	Using language to purposely harm another persons feelings, sense of safety or reputation	Cursing Saying "Shut up" to an adult Calling other students offensive names Taunting other students Making threats

Other MAJOR offenses include:

- Physical aggression/assault
- Bullying/harassment
- Danger to self or others
- Weapons
- Use of alcohol/drugs/tobacco
- Verbal assault/threat
- Damage or destruction of property
- Lying/ cheating/forgery
- Possession of illegal school objects
- Theft

Three minor offenses in one day will equal a major offense and be sent to the office.



## Teacher and Administrator Action Levels (PR 2610)

When students engage in inappropriate major and minor behaviors, the following teacher or administrator actions may be taken.

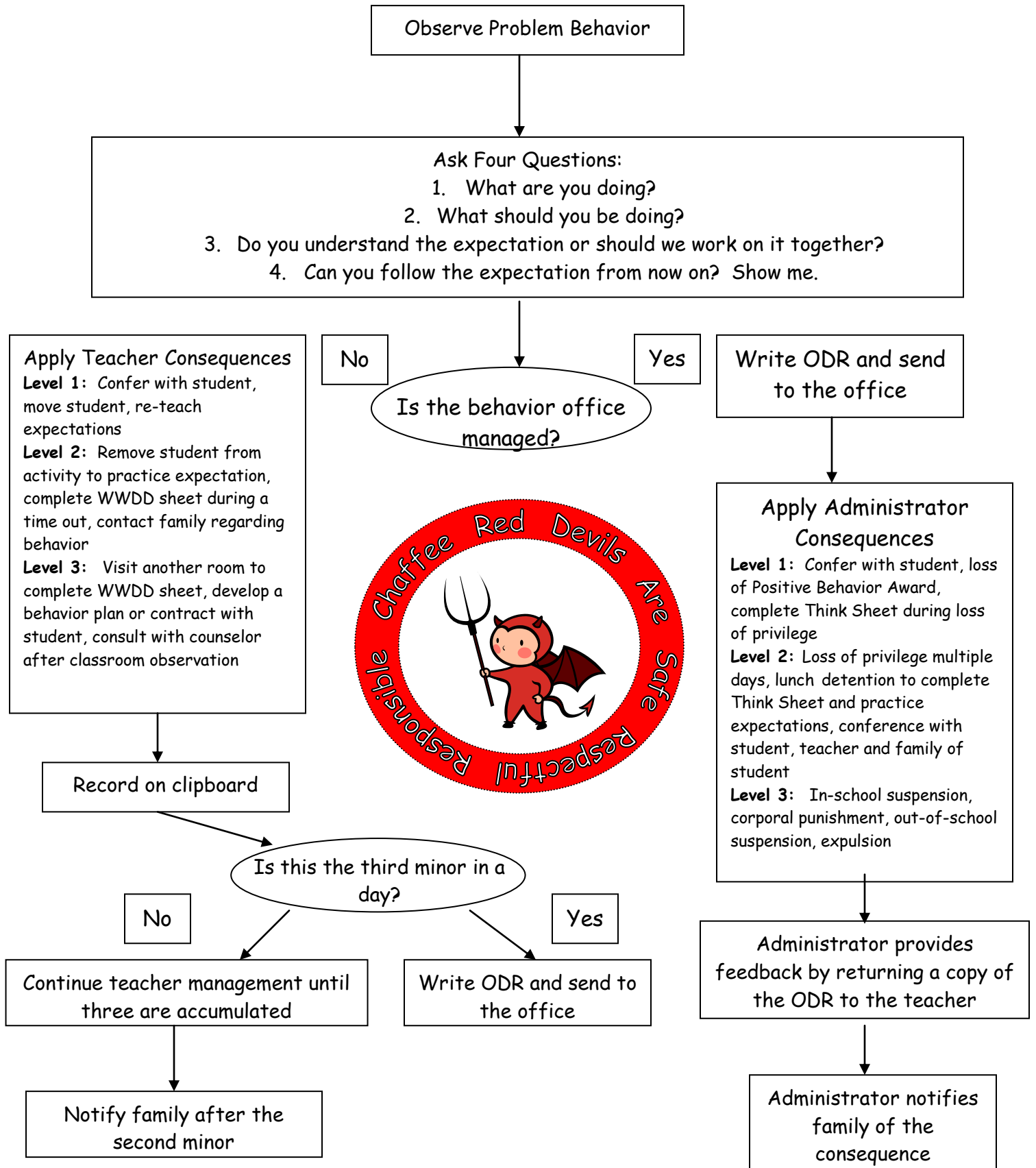
### Teacher Action Levels

<b>Level</b>	<b>Description</b>	<b>Possible Actions</b>
1	First minor/only minor in a day, infrequent inappropriate behavior from student	<ul style="list-style-type: none"> <li>• Confer privately with the student</li> <li>• Change students seat/location</li> <li>• Re-teach behavioral skill</li> </ul>
2	Second minor in day, some repetition of behavior over time by student	<ul style="list-style-type: none"> <li>• Loss of privilege to practice appropriate behavior</li> <li>• Give a time out in classroom with WWDD sheet</li> <li>• Student and/or teacher contact family regarding behavior</li> </ul>
3	Repeatedly reaching two minors in day, frequent repetition of one or two inappropriate behaviors	<ul style="list-style-type: none"> <li>• Visit another room to complete WWDD sheet</li> <li>• Develop a behavior plan/contract with student</li> <li>• Counselor observation and consultation</li> </ul>

### Administrator Action Levels

<b>Level</b>	<b>Description</b>	<b>Possible Actions</b>
1	1 <sup>st</sup> visit to the office for inappropriate behavior, infrequent occurrence of inappropriate behavior in general	<ul style="list-style-type: none"> <li>• Conversation with administrator</li> <li>• Loss of Positive Behavior Award</li> <li>• Complete a Think Sheet in office or during loss of privilege</li> </ul>
2	2 <sup>nd</sup> visit to the office for inappropriate behavior, some repetition of inappropriate behavior in general	<ul style="list-style-type: none"> <li>• Loss of privilege multiple days (recess, special class, etc)</li> <li>• Lunch detention to complete Think Sheets and practice expectations</li> <li>• Conference with student, teacher and family of student</li> <li>• Loss of end of year reward</li> </ul>
3	3 <sup>rd</sup> + visit to the office for inappropriate behavior, frequent repetition of inappropriate behavior in general, first visit for serious violations of safety or respect expectations, any violation of the Safe Schools Act	<ul style="list-style-type: none"> <li>• In-school suspension</li> <li>• Corporal punishment</li> <li>• Out-of-school suspension</li> <li>• Expulsion</li> </ul>

The district's Chief Administrative Officer (Superintendent) may modify the expulsion requirement on a case by case basis to comply with the discipline of student's disabilities in accordance with the requirement of Part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act



## **STUDENT TRANSPORTATION (PR 5620)**

All pupils living one mile or more from school are eligible for bus transportation. Bus routes are scheduled each year to provide the most expedient route in consideration of all pupils being transported.

### **BUS CONDUCT (PR 5620)**

Students are under the authority and supervision of the bus driver while on the bus and are expected to follow the driver's instructions. Students who disobey the instructions or directions of a bus driver will be subject to disciplinary action that may include suspension of bus riding privileges.

### **BUS PROTOCOL FOR DEALING WITH INAPPROPRIATE BEHAVIORS (PR 5620)**

1. The driver of the bus will prepare a roster of the names of the students assigned to the bus. The roster will serve for identification if it is necessary for the driver to identify a student to determine his/her right to ride the bus.
2. Bus Discipline Procedures:
  - a. The bus driver is responsible for referring discipline problems to the building principal through the use of the Bus Discipline Report. The driver will give a copy of the report to the principal.
  - b. A student who receives 3 incident notices from the principal will automatically receive a 5 day suspension from the bus. Only the administration has the authority to take this action. The administration must notify the pupil's parents before the privilege is suspended.
  - c. The student will be permitted to ride the bus until his/her parents have been notified of the suspension.
  - d. Students are expected to follow the positive behavior expectations that govern the student body.
  - e. During the suspension of bus privileges, it shall be the parent's or guardian's responsibility to provide the student's transportation to and from school. Suspension of bus privileges does not provide an excused absence.
3. Disciplinary Guidelines:

Upon receipt of a Bus Incident Report, the administration or his/her designee may take the following action:

  - a. First offense - Conference with student.
  - b. Second offense - Conference with student/detention
  - c. Third offense - Five day bus suspension depending upon the nature of incident.
  - d. The principal or her designee has the authority to impose a more severe penalty upon the student if his/her conduct so warrants, depending upon the nature of the incident. Riding the bus is a privilege. Failure to obey these rules may cause your privileges to be suspended.

## ELECTRONIC EQUIPMENT (P 2656)

Students are not to bring cell phones, radios, CD Players, IPODS, MP3 Players, cameras or any other type of electronic equipment to any school facility, on school grounds or to school-sponsored events during the school day. Use of cell phones during extra-curricular activities outside the school day will be at the discretion of the event sponsor and administration. In some situations, consequences may be applied.

The school district understands and acknowledges that cell phones are a necessity for many students and parents. However, cell phones are now creating and posing many problems for the district and the safety of its students.

1. In the event of an emergency situation, cell phones used by students could jam the air waves and emergency personnel would not be able to make the necessary calls to quickly address and resolve the situation.
2. Use of cell phones by students in an emergency situation may cause a significant number of people to learn of the emergency and come to the school building out of concern or curiosity. This could interfere with the ability of emergency personnel to do their jobs or even get to the scene. In addition, a significant number of onlookers could interfere with the district's implementation of its emergency plan that may call for relocation of students to another location.
3. Cell phones are causing large number of disruptions within the classroom (ringing/vibrating in class, constant text messaging etc.) that disrupts the educational process and quality of education for the district's students.
4. Cell phones are used: to bully and harass; to spread false information; to make threats; to intimidate; to cheat; for "sexting;" and for other forms of inappropriate and illegal behavior.

Students, who violate the cell phone policy, will receive the following discipline:

1<sup>st</sup> offense:

- Cell phone confiscated and given back to the student at the end of the school day.
- Documentation made on student's discipline record as a **warning**.
- Parent/guardian notification made.

2<sup>nd</sup> offense:

- Cell phone confiscated and held in the office for parent/guardian pick-up.
- Parent to sign a release form which also states consequences for further violations.
- Documentation made on student's discipline record.
- Student will receive a minimum of 2 days of ISS

3<sup>rd</sup> Offense:

- Cell phone confiscated and held in the office for 3 school days
- Parent/Guardian can pick-up phone at the end of the 3<sup>rd</sup> school day.
- Documentation made on student's discipline record.
- Student will receive a minimum of 4 days of ISS

#### 4<sup>th</sup> Offense and Subsequent Violations:

- Cell phone confiscated and held in the office for 5 school days.
- Parent/Guardian can pick-up phone at the end of the 5<sup>th</sup> school day.
- Documentation made on student's discipline record.
- Student to receive ISS or OSS.

### CONTAGIOUS COMMUNICABLE DISEASES (PR 2860)

Children will not be permitted to remain in school if they have an illness which may be contagious or communicated to other students. When a child is ill, it is the responsibility of the parent to provide the appropriate childcare including the doctor's care and prescribed medications. The child may return to school when the illness is not contagious to other children.

### MEDICATIONS AT SCHOOL (PRF 2870)

Over the counter medications are as follows:

1. Must have written permission from parent.
2. Must be in original bottle with directions and label.
3. Parents must bring and pick up all medications or make arrangements to have them picked up. **Children of any ages are not allowed to carry medications.**
4. Medicines will be destroyed if not picked up within one week following the close of school.

Prescription medications are as follows:

1. Bottle must have pharmacy label with doctor's prescription.
2. Must have written permission from parents.
3. Parents should ask the pharmacy to give you a second bottle for medications that can stay at school until all gone.
4. All medications that are prescribed once, twice, or three times a day should be given at home. (before school, after school, before bed)
5. Parents must bring and pick up all medications or make arrangements to have them picked up. **Children of any ages are not allowed to carry medications.**
6. Medicines will be destroyed if not picked up within one week following the close of school.
7. Parents must provide an inhaler to be kept in the nurse's office for all students who have been prescribed an inhaler for Asthma. Students who have permission to self-administer their inhaler must also provide a back-up inhaler to be kept in the nurse's office.

### HEALTH SERVICE (PR 2860)

If a student becomes ill at school, he/she should report to his/her teacher and then to the nurse who will decide what should be done. Students must not leave the building because of illness unless authorized to do so. If the nurse is not in, students are to report to the office. **AT NO TIME ARE STUDENTS ALLOWED TO LEAVE SCHOOL WITHOUT SIGNING OUT IN THE OFFICE.** The school is not allowed to give out **ANY** type of medication without parental permission.

## **GENERAL HEALTH GUIDELINES AND BASIC FIRST AID (PR 2860)**

This information is now available in the 2021-2022 Chaffee R-2 School District Health Services Handbook.

### **IMMUNIZATIONS (PRF 2850)**

According to Missouri Law, it is unlawful for any student to attend any day at school unless **ALL** immunizations are up-to-date as required under the rule and regulations of the Missouri Division and Health and can provide evidence of this immunization.

It is the responsibility of the parent to provide the school with the evidence that their child has been adequately immunized in order to be in compliance with the law. This includes the dates of the initial series of shots as well as the dates of the boosters. As shots are given, parents must bring the records to school to be recorded on their child's permanent health file.

As mandated by the Missouri Department of Health, students must have up-to-date immunizations before being permitted to attend classes.

1. The District will maintain an individual health record for each student, including an immunization history supplied by the parent/guardian.
2. A complete immunization history will be required upon entrance to school. Satisfactory evidence of immunization is a statement, certificate or record from a physician or health facility that verifies the type of vaccine, the month, day and year of administration. The parent/guardian will be informed that any needed immunizations must be obtained prior to enrollment and attending school.
3. In certain special situations, exemptions or "In Progress" statements may be needed.
  - a. If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an "In Progress" card from a physician or health department that identifies when the next dose is due.
  - b. If the student cannot receive the needed immunization(s) for medical reasons, a medical exemption will be completed and signed by a physician and filed in the student's health record.
  - c. If the parent/guardian objects to immunizations for religious reasons, an exemption must be signed by the parent/guardian and verified by the school nurse. This must be renewed annually. Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.
4. In the event of an outbreak, students who are exempt from immunizations for any reason will be excluded from school for their own protection and that of other students, in accordance with

State Rule 13 CSR 50-101.0412. The only exception will be students exempted by a physician because they have already had the disease and have available laboratory confirmation of immunity.

5. The District will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law.
6. To the extent that the District provides information on immunizations, infectious disease, medications, or other school health issues to parents/guardians, the District will include information that is at least similar to the information provided by the Center for Disease Control and Prevention about influenza and influenza vaccinations.
7. The District will prepare the immunization report (CD 31) for the Missouri Department of Health by the specified date. Any deficiencies will receive follow-up as recommended. Every effort will be made to return excluded students to school as soon as possible. The parent/guardian will be advised of resources available to obtain needed protection. The parent/guardian who does not make an effort to comply with the law in order to return students to school within ten days may be reported to the local juvenile authority for enforcing the truancy law.
8. An ongoing review of immunization records will be made to ensure that entering transfer students, students who are "In Progress," and those needing Td boosters during the school year have adequate protection. Students will be notified in the spring that Td boosters will be due during the next school year. The records of entering transfer students and those due for boosters will be flagged, or a separate file or a line listing of these students will be maintained, to facilitate compliance with the statute.

**(See next page for 2021-2022 Missouri School Immunization Requirements)**

## 2021-2022 Missouri School Immunization Requirements

- All students must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending school.
- The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period. Students in all grade levels may receive immunizations up to four days before the due date.
- Required immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule, including all spacing, (<http://www.cdc.gov/vaccines/schedules/index.html>).
- To remain in school, students "in progress" must have an Immunization In Progress form (Imm.P.14) on file. In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the school. If the appointment is not kept, the child is no longer in progress and is noncompliant. (i.e., Hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series.)
- Religious (Imm.P.11A) and Medical (Imm.P.12) exemptions are allowed. The appropriate exemption card must be on file. Unimmunized children are subject to exclusion from school when outbreaks of vaccine-preventable diseases occur.

Vaccines Required for School Attendance	Dose Required by Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
DTaP/DTP/DT <sup>1</sup>	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
Tdap <sup>2</sup>									1	1	1	1	1
MCV <sup>3</sup> (Meningococcal Conjugate)									1	1	1	1	2
IPV (Polio) <sup>4</sup>	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
MMR <sup>5</sup>	2	2	2	2	2	2	2	2	2	2	2	2	2
Hepatitis B <sup>6</sup>	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
Varicella <sup>7</sup>	2	2	2	2	2	2	2	2	2	2	2	2	1

1. Last dose on or after the fourth birthday and the last dose of pediatric pertussis before the seventh birthday.  
**Maximum needed:** six doses.
2. 8-12 Grades: Tdap, which contains pertussis vaccine, is required.
3. Grade 8-11: One dose of MCV is required. Dose must be given after 10 years of age.  
Grade 12: Two doses of MCV are required unless the first dose was administered to a student who was 16 years of age or older, in which case only one dose is required. At least one dose must be given after 16 years of age.
4. Kindergarten-11 Grade: Last dose must be administered on or after the fourth birthday. The interval between the next-to-last and last dose should be at least six months.  
Grade 12: Last dose on or after the fourth birthday. Any combination of four doses of IPV and OPV constitutes a complete series. **Maximum needed:** four doses.
5. First dose must be given on or after twelve months of age.
6. There must be at least four weeks between dose one and two; at least 8 weeks between dose two and three; at least 16 weeks between doses one and three and final dose must be given no earlier than 24 weeks of age.
7. First dose must be given on or after twelve months of age.  
Kindergarten-11 Grade: As satisfactory evidence of disease, a licensed health care provider may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.  
Grades 12: As satisfactory evidence of disease, a parent/guardian or MD or DO may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.





## ATTENDANCE (PR 2310)

Absences from the regular classroom learning experiences disrupt the instructional process not only for the individual student that is absent, but for the instructor and the remainder of the class as well.

The benefit of regular classroom instruction is essential for all students in order that they will gain the most from their educational experience. Most students that are absent from classes frequently experience a great deal of difficulty in making satisfactory grades and in learning the standards.

All absences will be considered unverified until arrangements have been made via parent or guardian and administration to verify the absence. Anytime the student is absent it is necessary for the parent/guardian to contact the school prior to 8:00am the following day or the absence will be considered unverified. **After six parent call-ins, a third party verification will be necessary, such as a doctor's excuse, obituary, court documents, etc. If your child is absent from school he/she may not attend extra- curricular school activities.**

The principal or his/her designee will determine whether an absence is verified or unverified. A total of **six (6) verified absences** will be allowed for each student. After the first (1<sup>st</sup>) six (6) verified absences, medical verification will be required before further absences will be verified. All school sponsored activities or suspension by administration will not count toward the six (6) days of attendance. Absences during outbreak of a contagious disease will be reviewed on a case-by-case basis and may not carry punitive measures if student is over the six (6) verified absences mark.

A verified absence will be defined as:

- Illness
- Illness in immediate family
- Death/Tragedy in immediate family
- Medical Appointments – Appointment time noted is required from physician's office upon return to school
- Absences that have strong educational or family value and is approved in advance by the building principal.

Note: It is strongly urged that family vacations should not be taken during the school year. Please refer to the district calendar information and makeup days.

Examples of unverified absences:

- Truancy
- Hunting
- Leaving school without signing out
- Interviews/work
- Shopping
- Haircuts
- Oversleeping
- Personal Business

Note: Final decision regarding unverified absences will be made by administration.

## **Attendance & Truancy Program (PR 2310)**

All students are expected to maintain good attendance. The best way to ensure learning and achieve good grades is through regular school attendance.

To address the issue of regular school attendance your child's school, with the cooperation of the 33<sup>rd</sup> Circuit Juvenile Office, the Truancy Court, and the Scott/Mississippi County Prosecuting Attorney's Office, will utilize a multi-level approach to reduce unverified absences. All students under the age of 17 and/or their parents/custodians will be referred to this program when the student's unverified absences meet certain guidelines as explained below.

The Student Handbook will address in more detail verified and unverified absences, as well as required documentation for an absence to be considered verified.

### **Attendance & Truancy Program (ATP):**

Your child's school, with the cooperation of the 33<sup>rd</sup> Circuit Juvenile Office and the Scott/Mississippi County Prosecuting Attorney's Office, has developed a coordinated response to address the issue of excessive unverified school absences. Depending on the circumstances of the unverified absences this program will focus on either the student being the cause of the absences or the parent as the responsible party failing to prevent the absences. The number of unverified absences is cumulative for the entire school year.

- Children 14 years of age or older – case will be opened for Truancy and the child and parent will be sanctioned.
- Children under the age of 14 – case will be opened for Educational Neglect and the parent will be sanctioned.

**Possible Sanctions:** Weekly meetings with the Juvenile Officer, Community Service (child & parent), electronic monitoring, 24 hour detention holds (child), court costs, Children's Division involvement (cases where child is less than 14), residential placement, contempt of Court/jail (parents), removal of the child from the parent's custody (foster care), misdemeanor criminal charges (parents)

### **ATP consists of three distinct phases:**

**Phase One: Truancy Diversion Program** – This phase will not result in any official court record, but will require the student and parent/custodian to meet with the Truancy Monitor or a Deputy Juvenile Officer to discuss ways to help reduce your child's unexcused absences. A referral to this phase of the Attendance and Truancy Program will be made once a student has 6 unverified absences.

**Phase Two: Juvenile Office Informal Adjustment** - This program results in an official juvenile court record, placement on informal probation that is supervised by a Deputy Juvenile Officer and participation in the Truancy Court Program. A referral to this phase of the Attendance and Truancy Program will be made once a student has accrued more than 10 unverified absences.

**Phase Three: Juvenile Court** – This phase results in a formal petition being filed either for Truancy against the student or Educational Neglect against the parent(s) in Juvenile Court. If the student is less than 14 years old the petition will be for Education Neglect against the parent. If the student is 14 years of age or older the petition will be filed as Truancy against the student. The petition will be heard by the Juvenile Court

Judge and if the petition is found to be true the Judge will enter Court Orders directing what must be done to eliminate unverified absences. The parent/custodian shall be made a party to the court case and shall be liable for court costs, which may exceed \$100.00, and shall also be subject to any orders of the court which will include participation in the Truancy Court Program. It is possible that continued unverified absences **could result in the removal of the child from the home for reasons of educational neglect**. 15 unverified absences will result in a referral to this phase of the Attendance & Truancy Program.

**NOTE:** At any time a student exceeds the maximum number of unexcused absences in a school year a referral may be made to the Prosecuting Attorney for **criminal charges** to be filed against the parent/custodian alleging “Violation Of Education Requirement For A Child; *Misdemeanor “C” RSMo: 167.031*) which could result in a fine, probation and/or incarceration. This referral may originate with the school or the Juvenile Office. The Juvenile Office will make the referral to the prosecutor when a student exceeds 15 unverified absences and this decision will be made on a case by case basis.

NOTE: If during phase 3 the petition for educational neglect (child is less than 14 years of age) did not result in the removal of the child from the parent(s) legal custody, the Juvenile Office will file a motion and seek removal of the child from the parent(s) custody when a child reaches 20 unverified absences in a given school year.

**\*\*\*\*167.061. Any parent, guardian or other person having charge, control or custody of a child, who violates the provisions of section 167.031 is guilty of a class C misdemeanor.**

**\*\*\*\*Class C Misdemeanors – up to fifteen days in jail and/or a fine of up to \$750.**

#### **Suspended or Expelled from School:**

Days suspended or expelled from school shall **not normally** be counted as unexcused absences for the purpose of a referral to the Attendance & Truancy Program. **However**, if the School Superintendent has good reason to believe the student is purposefully doing things to cause a suspension so that the student does not have to attend school, the School Superintendent may make a referral to the program based on this belief.

#### **Truancy Court Program:**

This is an intensive program that may be used during any phase of the Attendance & Truancy Program. Truancy Court is presided over by the Truancy Court Judge. It combines supervision by a Deputy Juvenile Officer, attendance at all scheduled Truancy Court proceedings, and following the direction of the Truancy Court Judge. Normally, Truancy Court is held at the student’s school on a weekday prior to the start of the regular school day once a month.

## **Tardy Policy (PR 2310)**

If students arrive after 8:00 a.m., they are considered tardy. The front doors are locked at this time for the safety of everyone at the elementary school. **If a student arrives after this time, their parent/guardian, or whoever is providing transportation, must walk them in to the school and sign them in.** This is necessary to ensure the safety of all students. If a parent/guardian does not sign the student in, a phone call will be made to request someone to sign the student in to school for the day.

**NOTE:** Unverified Morning Tardies are cumulative and if hours add up to one school day **will result in a referral** to Phase One of the Attendance & Truancy Program, further unverified tardies may result in this case moving to Phase Two or Phase Three. The student and parent/guardian are subject to the school's Tardy Policy at all times.

If a student is signed out early, this is coded in our attendance as a tardy. Please see the list referencing excused and unexcused absences to determine excused and unexcused tardies. If you wish to check your child out early for a doctor's appointment, funeral, etc., you must come in to the office and sign them out. We will not under any circumstance send a child out to the parking lot without a parent/guardian or other appointed adult. They must be signed out, even if the school has called to send them home due to illness or injury.

## **INCOMPLETE ASSIGNMENTS AND MISSING WORK**

Chaffee Elementary has the following policy for incomplete assignments:

Students who have not completed class work by the end of the school day will take that work home to complete that evening. If students need additional help or cannot complete the work at home, they will have from 7:30 to 8:00 a.m. on most days to complete the work from the day before. Students who continuously fail to complete assignments during the designated time are subject to disciplinary action for defiance. **Parents and guardians should be checking homework folders and backpacks of students in the pre-kindergarten through second grade each night to keep up with work and notes brought home. Parents and guardians should be signing planners for students in grades 3 through 6 nightly to keep up with assignments students have brought home. Students in grades 3 through 6 will also be assigned to ICU for missing or incomplete work.** Students who have been absent are responsible for obtaining all makeup work from their teachers immediately upon returning to school. Makeup work must be made up within a reasonable time depending upon the length and cause of the absence. Arrangements for makeup work should be made the day the student returns to school unless it has been picked up by a parent.

All students shall have the opportunity to make up work including tests, subject to the following conditions:

1. Regular assignments are those due the next day or in the next few days. Students shall have additional time, equal to the amount of time they were absent, to turn in these assignments. It is the student's responsibility to find out what work has been missed and to arrange for turning work into the teacher.
2. Work assigned or tests given during OSS may not be made up, unless approved by administration.

### **Power of ICU Assignment Policy**

Chaffee Elementary School believes that ALL STUDENTS CAN LEARN! In order for learning to take place, assigned work is not optional. It is the responsibility of the student to complete each assignment on time and in a manner that shows satisfactory understanding of the standard. The basic premise is that any time a student doesn't do their work and/or does it unsatisfactorily; their understanding of the standards needs assistance or care. In an effort to help ALL STUDENTS reach their full potential, Chaffee Elementary School has adopted the following Power of ICU (Intensive Care Unit) Procedures for grades 3-6:

1. Students will be placed on the ICU list if they have an incomplete assignment. (Their name will be removed once the assignment has been turned in and is satisfactory.)
2. Classroom teacher will decide an appropriate intervention (Academic Lab, Lunch Detention, or other).
3. The "Lifeguards" will communicate with student and parent to discuss a plan of action.
4. Continued non-compliance may result in administrative discipline.

Parental support, student's commitment, and teacher's directed instruction are key factors to the success of any assignment policy.

Assignments are designed to:

- Be an extension of a meaningful classroom experience and have a positive effect on achievement.
- Reinforce learning through practice, application, integration, and extension of knowledge and skills.
- Strengthen test preparation skills and strategies.
- Develop study skills, work habits, time management skills, and a sense of personal responsibility so the student may become an independent learner.
- Use school and community resources.
- Develop self-discipline and life-long learning skills that will benefit the student throughout their life.

## **ATTENDING SPORTS/EXTRA CURRICULAR ACTIVITIES (PRF 2920)**

### **Rules:**

1. Students must be in attendance that day to attend the activity.
2. Students are to stay in their seats. No running around.
3. No bringing footballs, basketballs or any other sports equipment to the games.
4. You come to the games to watch them. If you choose not to watch the games, you will be asked to leave.
5. You can't attend if you are in ISS the day of the activity. That includes attending practice for 6<sup>th</sup> graders when playing a school-sanctioned sport.

## **LEAVING SCHOOL DURING THE DAY (PR 2330)**

1. Parents may notify school by a phone call or written note that their child will be leaving school during the day.
2. Parents must come to the office and sign-out their child using Kid Account.
3. Office staff will notify the teacher and child that the parent is present to pick up the child. **(DO NOT GO TO THE CLASSROOM).**
4. No student will be allowed to leave school premises by themselves or with any other adult without direct notification by the parent.
5. The principal may release a child because of illness or accident to the parent or (parent-approved) emergency childcare person documented in the office if the parent is not available. Every effort will be made to contact the parent in all cases as the situation and time allow.

**PLEASE BE SURE THAT YOUR CHILD'S INFORMATION CARD IS KEPT UP-TO-DATE, AND IT IS ALWAYS POSSIBLE FOR US TO REACH SOMEONE WHO CAN ACT IN YOUR PLACE.**

## **UNSCHEDULED SCHOOL CLOSINGS (P 5241)**

In the event of inclement weather, tune in to KFVS-TV for school schedule changes or closings. Parents are requested to tune into these sources when there is doubt about school being in session. The KFVS **web-site should not** be used to see if school is in session.

If the school must dismiss early during the day because of unsafe weather conditions, the parents will need to have an alternate plan for early after-school daycare. Plans need to be made without phone calls, because phone lines become blocked and phone communication is impossible at those times.

The school district has an automated call list that will go out for school closings. Please keep your telephone number up to date to receive these messages.

## **CAFETERIA FOOD SERVICE**

Breakfast and lunch are provided free of charge for each student at Chaffee Elementary School due to participation in the CEP program. If a special diet is required for a certain student, contact the office or food service department for arrangements to be made. Parents may send money to school for their student to purchase extra milk.

Parents will be notified when their child's lunch account is at a negative balance. Deposit envelopes and a drop box will be available for depositing money for extra milk. You can make on line payments to your child's lunch account. There is a link from the school's website for you to be able to access their account.

### **Chaffee R-II Nondiscrimination Policy (P 2100)**

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

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

**Dr. Jennifer Vandeven**  
**District Compliance Officer**  
**408 Elliott St., Chaffee, MO 63740**  
**(573) 887-3244, ext. 202**

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

## **NOTICE OF LOCATIONS AND SERVICES FOR INDIVIDUAL WITH DISABILITIES (PRF 6250)**

The Chaffee R-II Senior High School, 517 West Yoakum Chaffee, Missouri provides services, activities and facilities that are accessible to and usable by individuals with disabilities. A facility map has been posted at the main entrance indicating all services and locations of services usable by individual with disabilities.

Should concern arise or facilities are unacceptable, please contact the Director of Special Services, Dr. Jennifer Vandeven, or the Board of Education, 517 West Yoakum, Chaffee MO 63740, (573) 887-3532. The Director of Special Services has been designated by Chaffee Public School R-II to coordinate this institution's effort to comply with the regulations implementing Title VI, Title IX, or Section 504.

## **ESSA Compliance Procedures (PRF 1300)**

### **FEDERAL PROGRAMS COMPLAINT RESOLUTION PROCEDURES**

The Elementary and Secondary Education Act requires certain notifications to parents and guardians when school districts receive federal funds. School districts must annually disseminate federal programs complaint resolution procedures to parents and guardians of students and appropriate private school officials or representatives.

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA) <sup>2</sup>.

1. **What is a complaint?** For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
2. **Who may file a complaint?** Any individual or organization may file a complaint.
3. **How can a complaint be filed?** Complaints can be filed with the LEA or with the Department.
4. **How will a complaint filed with the LEA be investigated?** Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.
5. **What happens if a complaint is not resolved at the local level (LEA)?** A complaint not resolved at the local level may be appealed to the Department.
6. **How can a complaint be filed with the Department?** A complaint filed with the Department must be a written, signed statement that includes:
  - 1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
  - 2. The facts on which the statement is based and the specific requirement allegedly violated.



7. **How will a complaint filed with the Department be investigated?** The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties. The following activities will occur in the investigation:
- 1. Record. A written record of the investigation will be kept.
  - 2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
  - 3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
  - 4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
  - 5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
  - 6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.
8. **How are complaints related to equitable services to nonpublic school children handled differently?** In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).
9. **How will appeals to the Department be investigated?** The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.
10. **What happens if a complaint is not resolved at the state level (the Department)?** The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

## **PARENTS' RIGHT TO KNOW**

Under the ESSA federal law, our district is required to inform you of information that you, according to Every Student Succeeds Act of 2015 (PL 114-95), have the right to know.

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

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

In addition to the information that parents may request, a building receiving Title 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 required under Title 1.A
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

## **Title 1 School-wide Plan**

Our school-wide Title 1 plan will be made available upon request. Please send any requests to view this plan to Dr. Jennifer Vandeven, 408 Elliott Ave, Chaffee, MO 63740, (573) 887-3244, ext. 202, or by e-mail [jvandeven@chaffee.k12.mo.us](mailto:jvandeven@chaffee.k12.mo.us). The plan may be viewed in Dr. Vandeven's office at 408 Elliott Ave, Chaffee, MO 63740 during regular business hours.

## **CHAFFEE WEBSITE**

Check out our Chaffee Public Schools website at: <https://chaffee.k12.mo.us>.

## **CHILD FIND STATEMENT (PRF 6250)**

### **To Whom It May Concern:**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Chaffee R-2 Schools 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, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

Chaffee R-2 Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

Chaffee R-2 Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Chaffee R-2 Schools has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the office of the Special Education Director, 408 Elliott St., Chaffee, MO 63740 upon request.

This notice will be provided in native languages as appropriate

Sincerely,

Dr. Jennifer Vandeven  
Special Education Director

## Homeless Students

Adopted from the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, Section 725(2) as amended by the Every Student Succeeds Act (ESSA) 2015, the term homeless children and youths are students—who lack a fixed, regular and adequate nighttime residence, including:

- 1) children and youths who are sharing the housing of others due to a loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or campgrounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 2) children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings;
- 3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 4) migratory children who qualify as homeless because the children are living in circumstances described above. If the residence is not fixed, regular and adequate, it is considered a homeless situation. Under the McKinney-Vento Act, State educational agencies (SEAs) and local educational agencies (LEAs) must review and revise policies and procedures to remove barriers to a high-quality education for homeless children and youths. Every SEA must have an Office of the State Coordinator to oversee implementation of the Act, and every LEA must designate a local liaison able to carry out their duties to ensure that homeless students are identified and have a full and equal opportunity to succeed in school.

The McKinney-Vento Act also requires that:

- homeless students who move have the right to remain in their schools of origin, (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student's best interest;
- if it is in the student's best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do have the records normally required for enrollment;
- transportation must be provided to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before- and after-school care;
- unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and
- parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision.

**Who is Homeless?** Educational Rights Every LEA, whether or not it receives a McKinney-Vento subgrant, is required to designate a local liaison (Section 722(g)(1)(J)(ii)). Homeless liaisons must ensure that:

- homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- homeless children and youths are enroll in, and have a full and equal opportunity to succeed in, school or schools of the LEA;
- homeless families, children and youths receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by the LEA;
- homeless families and homeless children and youths receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services;
- parents or guardians of homeless children and youths are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including, schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youths;
- enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
- parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services;
- school personnel receive professional development and other support; and
- unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20U.S.C. 1087vv), and their right to receive verification of this status from the local liaison.

Homeless children and youths frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, LEAs must make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors. (Section 722(g)(3)(B)). Using this standard, an LEA must—

- (a) Continue the child’s or youth’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- (b) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

LEAs have an ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths. (Section 721(2), 722(g)(1)(I)). The McKinney-Vento Act requires the immediate enrollment of homeless children and youths even if a child or youth is unable to produce the records normally required for enrollment, such as previous academic records, immunization and medical records, proof of residency, birth certificate, or other documentation, has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. (Sections 722(g)(3)(C)(i), 722 (g)(1)(H)).

Upon enrollment, it is the responsibility of the school district's homeless liaison to ensure that documentation normally required for enrollment is gathered and submitted in a timely manner. (Section 722(g)(3)(C)(ii)). In addition, an LEA should ensure that homeless students are attending classes and participating fully in school activities immediately upon the student being identified as eligible for McKinney-Vento rights and services.

The homeless liaison for our district is:

Dr. Jennifer Vandeven  
408 Elliott St., Chaffee, MO 63740  
(573) 887-3244, ext. 202  
[jvandeven@chaffee.k12.mo.us](mailto:jvandeven@chaffee.k12.mo.us)

### **Foster Care Transportation and Point of Contact**

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- The local child welfare agency agrees to reimburse the District for such costs;
- The District elects to pay the costs; or
- The District and the local child welfare agency agree to share the cost.

Our district has identified a foster care point of contact:

Dr. Jennifer Vandeven  
408 Elliott St., Chaffee, MO 63740  
(573) 887-3244, ext. 202  
[jvandeven@chaffee.k12.mo.us](mailto:jvandeven@chaffee.k12.mo.us)

State Foster Care Coordinator  
(573) 751-4888

### **ELEMENTARY TEACHING STAFF**

Angela Patterson	PreK	Loretta Arnzen	5 <sup>th</sup> Grade
Megan Kneezle	Kindergarten	Kirsten Floyd	5 <sup>th</sup> Grade
Jessica Swinford	Kindergarten	Elizabeth Kluesner	5 <sup>th</sup> Grade
Molly Wiseman	Kindergarten	Hannah Thompson	6 <sup>th</sup> Grade
Montana Estes	1 <sup>st</sup> Grade	Crescent Devenport	6 <sup>th</sup> Grade
Tammy Clover	1 <sup>st</sup> Grade	Jessica Swinford	PAT
Laurie Markham	1 <sup>st</sup> Grade	Mika Held	Computer/Art
Whitney Bollinger	2 <sup>nd</sup> Grade	Diana Schreiner	RTI/PK - 2
Cherokee Gramlisch	2 <sup>nd</sup> Grade	Angie Barger	RTI/3 - 6
Ethan Pobst	3 <sup>rd</sup> Grade	Regina Lifter	Special Services
Emily Senciboy	3 <sup>rd</sup> Grade	Regina Merrell	Special Services
Alex Parker	3 <sup>rd</sup> Grade	Danielle Steinnerd	Special Services
Sierra Glastetter	4 <sup>th</sup> Grade	Tiffany Wibbenmeyer	Music
Chelsea Horrell	4 <sup>th</sup> Grade	Logan Lawson	Physical Ed
Amanda Mossman	Librarian	Leslie Ratliff/Ashton Easton	Speech/Language
Sid Atkins	ISS		

### **ADMINISTRATION**

Brad Blackman	Superintendent
Jennifer Vandeven	Principal/Special Education Director
Abby Cossou	Counselor
Kimberlie Nothdurft	Special Education Process Coordinator
Mary Hall	Assistant Principal/Curriculum Director

### **ELEMENTARY STAFF MEMBERS**

Taylor Malone	Administrative Assistant	Steve Enderle	Custodian
Dixie Shaffer	Library Assistant	Tina Hulvey	Custodian
Torrie Schumacker	Paraprofessional	Jennifer Dodds	Custodian
Raymond Spies	Maintenance	Audrey Greer	Paraprofessional
Stevie Williams	Paraprofessional	Taylor Crites	Paraprofessional
Kelsi Kinder	Paraprofessional	Tracey Gilmer	Pre-K Assistant
Makaila Flanigan	Kindergarten Assistant	Stacie Davis	Nurse

### **CHAFFEE R-II SCHOOL BOARD MEMBERS**

Jamie Nix	President	James Reischman	Member
Steve Seyer	Vice President	John Swinford	Member
Dale Tenkhoff	Treasurer	Lori Whistler	Member
Kelly Spies	Secretary	Becky Ivester	Member