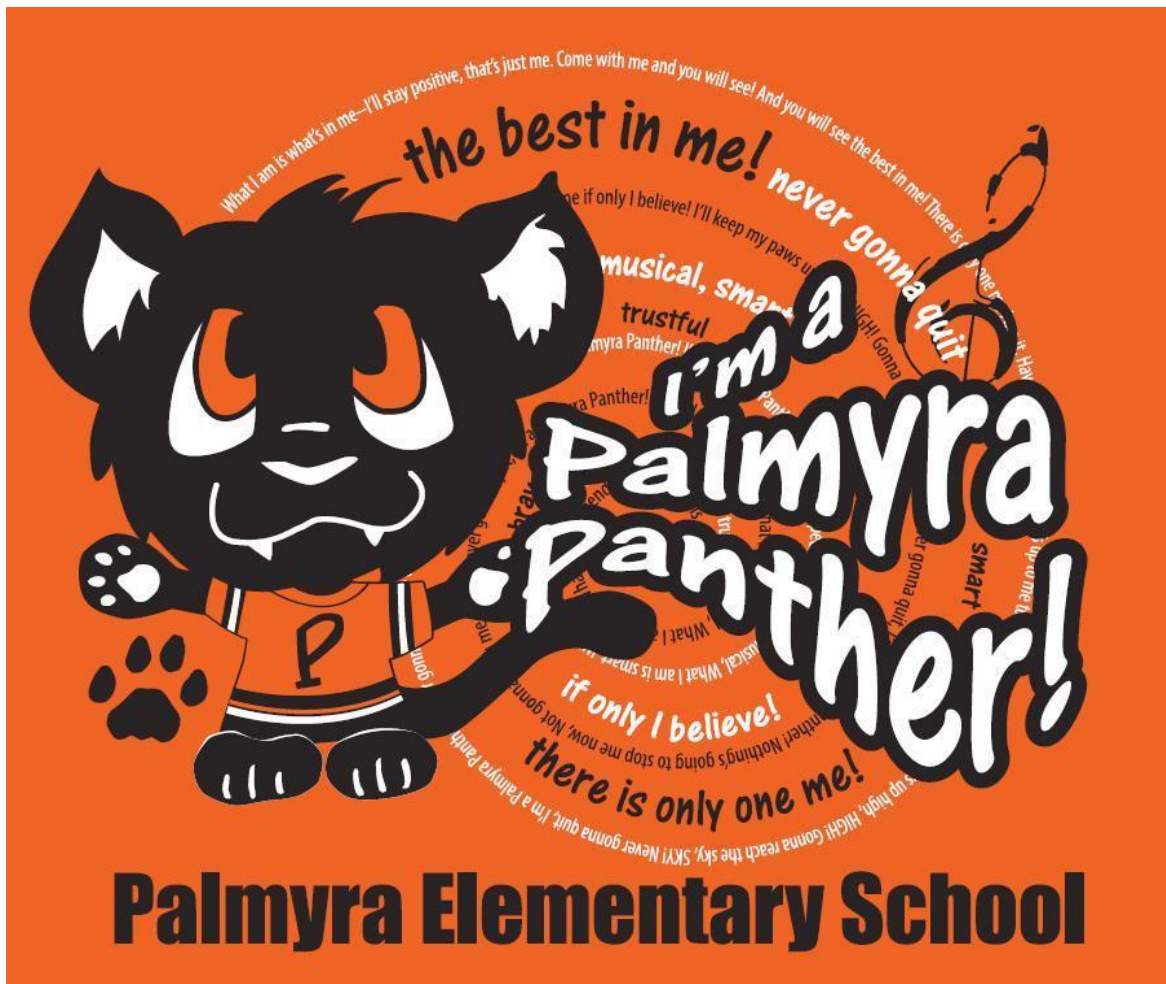
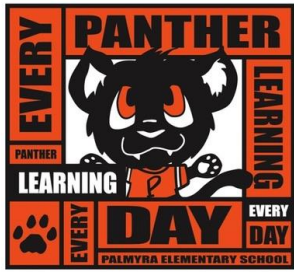


Palmyra Elementary School

Student Handbook

2023-2024





PALMYRA ELEMENTARY SCHOOL

Bridgette Augspurg
Principal
augspurgb@palmyra.k12.mo.us

Jessica Gottman
Assistant Principal
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Phone 573-769-3736 | Fax 573-769-4113 | 500 S. Ashland, PO Box 151 | Palmyra, MO 63461

Welcome to Palmyra Elementary School!

This handbook is just one of the many opportunities for communication between our school, students, and their parents. Because it is a Hyperdoc, parents can have access to many links regarding our current practices, policies, procedures, and programs at Palmyra Elementary School. To search for specific information, select “Edit” then select “Find”. Use the dialogue box to type in the topic for which you are searching.

Parent involvement is encouraged throughout your child’s education and you are welcome to contact team members at Palmyra Elementary whenever you have questions, comments, and concerns.

We strive to meet every child’s individual needs so that learning takes place in our school community. A positive learning experience is essential for our young children. I look forward to another school year of working together!

Sincerely,

Bridgette Augspurg
Principal

Palmyra R-1 School District

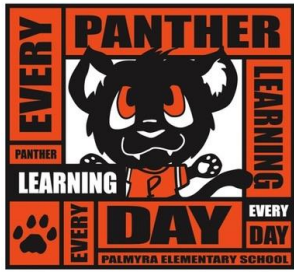
Jason Harper, Superintendent of Schools

Palmyra R-1 School District Board Members

Joe Knochel, President
Darin Redd, Vice President
Doug Meyers, Secretary
Roth McElvain, Treasurer
Leisa Hinkle, Member
Andrew Lehenbauer, Member
Jeff Weaver, Member

Palmyra R-1 School Mission Statement

The Palmyra R-1 School District, while recognizing individuality, strives to ensure each student the opportunity to learn and to achieve success. Our mission is to provide an educational environment that creates the desire to learn, encourages responsibility within the student to reach his/her full potential, and develops within the Individual the ability to become a contributing member of society. We believe the success of such an educational program depends on the cooperative efforts of the students, parents/guardians, community and school.



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Hello Palmyra Elementary Families,

As the principal of Palmyra Elementary, I want to take this opportunity to welcome you. I hope you had a wonderful summer making memories with friends and family! I am excited for the upcoming 2023-2024 school year!

I am a native of Palmyra, Missouri and a 1999 graduate of Palmyra High School. After graduating from high school, I attended Southwest Missouri State University to pursue a degree in Elementary Education. After two years at SMSU, I transferred to the University of Missouri-Columbia (MIZ-ZOU) where I graduated with a Bachelor of Science degree in Elementary Education grades 1-6. During that time, I did my student teaching at Oakwood Elementary in Hannibal, MO in a second grade classroom and in 2004, I obtained a Masters in Administration from William Woods University and most recently, in the Spring of 2023, completed my Educational Specialist Degree from the University of Missouri-Columbia.

Young children hold a very special place in my heart. I have been in education for 20 years. During those years, I taught first grade, sixth grade and was the Assistant Principal at PES. I am beginning my 4th year as Principal.

On a more personal note, I am married to Andy Augspurg. He is a Lineman for Missouri Rural Electric Cooperative (REC) here in town. We have three children: Norah- 11th grade; Wyatt-9th grade and Kason-7th grade. We are an active family who enjoys being outdoors.

In closing, as the Principal of Palmyra Elementary I will encourage, support and inspire teachers to be the best they can be; build positive relationships with staff, students, families and the community; communicate effectively to all stakeholders, and do all that I can to ensure that ALL students learn. I believe in a positive learning community, an engaging curriculum, and a supportive and safe culture.

I look forward to meeting new families and working together to have a successful school year!

Sincerely,

Bridgette Augspurg

I'm A Palmyra Panther

Our School Song

*What I am is what's in me--
I'll stay positive, that's just me.
Come with me and you will see
And you will see the best in me!*

*There is only one me I am it
Have a dream I'll follow it
It's up to me to try.....*

*Oh!
I'll keep my paws up high, HIGH!
Gonna reach the sky, SKY!
Never gonna quit,
I'm a Palmyra Panther!*

*Never gonna bring me down
Never see a frown
Because I know
I'm a Palmyra Panther!*

*What I am is special,
What I am is musical,
What I am is smart,
What I am is brave,
What I am is thoughtful,
What I am is trustful,
Nothing in this world is
Hard for me if only I believe!*

*I'll keep my paws up high, HIGH!
Gonna reach the sky, SKY!
Never gonna quit,
I'm a Palmyra Panther!*

*Nothing's going to stop me now
Not gonna bring me down
Never gonna quit,
I'm a Palmyra Panther*

*What I am is awesome,
What I am is helpful,
What I am is cool,
What I am is friendly,
What I am is grateful,
What I am is thankful,
Nothing in the world is
Hard for me if only I believe!*

*I'll keep my paws up high, HIGH!
Gonna reach the sky, SKY!
Never gonna quit,
I'm a Palmyra Panther!*

*Nothing's going to stop me now
Not gonna bring me down
Never gonna quit,
I'm a Palmyra Pan—ther!*

At PES We Show Our PAWS

PAWS is our mascot that helps us teach four core values--Practice Safety, Accept Responsibility, Welcome Kindness, and Show Respect. With a continued effort to teach character education, Conscious Discipline, and PBS (Positive Behavior Supports) and the belief that students can learn correct behavior when taught, a common focus and common language for expectations is shared by all staff.



Palmyra Elementary School Cheer

At PES kids to do their best

Because we're the best In the midwest

Show Kahfooty, kindness too - be a role model; that's what we do.

Safety, responsibility, all around; Show respect without a frown.

Resources & Links from the School Website

Our school website continues to promote events in the district, provide documents and other information for our students, staff, parents and community.

We encourage all individuals to use our website and download our app either from Google Play or iTunes by searching under “Palmyra R1, MO.”

| Resource | Details | Link |
|---------------------|--|---|
| Palmyra R-1 Website | A central location for school information | www.palmyra.k12.mo.us |
| Meet our staff | Contact Information, photographs | http://www.palmyra.k12.mo.us/o/palmyra-elementary/staff |
| PES menus | Monthly breakfast and lunch details | http://palmyra.nutrislice.com/ |
| PES School Supplies | School-wide details about what students need at each grade level. | http://www.palmyra.k12.mo.us/o/palmyra-elementary/documents |
| SIS Parent Portal | Find student meal balances, grades, discipline, attendance, and announcements. | https://sdm.sisk12.com/PM360/apphost/TylerSis#/login |

PES Daily Schedule

| | |
|---------------|---|
| 7:00 - 7:30 | Before School Program in the PES Cafeteria for \$1.00 daily |
| 7:30 | Breakfast Begins |
| 7:30 | Building Open to All Students w/o Before School Charge |
| 8:00 | Teacher Arrival |
| 8:00 | Morning Assembly with "The Pledge of Allegiance" |
| 8:00 - 10:30 | AM Pre-K/ECSE Session |
| 8:15 | School Day Begins |
| 8:16 | Students at this time and after are considered tardy. |
| 11:15 - 2:15 | PM Pre-K/ECSE Session |
| 11:00 - 11:25 | 4th Grade Lunch Shift |
| 11:15 - 11:40 | First Grade Lunch Shift |
| 11:30 - 11:55 | 2nd Grade Lunch Shift |
| 11:45 - 12:10 | 3rd Grade Lunch Shift |
| 12:00 - 12:30 | Kindergarten Grade Lunch Shift |
| 12:10 - 12:40 | PreK Lunch Shift |
| 2:55 | Car Rider dismissal @ cafeteria doors |
| 3:00 | ASP (After School Program) |
| 3:05 | Bus rider dismissal @ east (kdg) doors |
| 3:10 | Walker dismissal @ east (kdg) doors |
| 3:30 | Teacher dismissal |
| 3:15 - 5:30 | After School Program (ASP) |

ACADEMICS

CURRICULUM AND ASSESSMENTS

Elementary teachers in grades kindergarten through four use the Missouri Learning Standards as a framework for their math and ELA curriculum. The GLE's (Missouri Grade Level Expectations) are used for science, social studies, and electives. The Pre-K students use the Missouri Early Learning Standards. Students are assessed on these Standards both formatively (on a daily basis) and summatively (at the end of a unit or theme). We currently use Magnetic Reading Foundations as our K-2 reading curriculum resource and Magnetic Reading for grades 3-4. In addition, we use Ready Reading in grades K-2, as well as Ready writing for grades 2-4. The reading curriculum provides systematic and explicit instruction to students. In addition, we utilize Heggerty to teach phonological awareness to students in grades K-2. Science and social studies standards are integrated into the reading/writing curriculum, utilizing resources such as Generation Genius to enhance the curriculum.

Our math curriculum resource, iReady Mathematics Classroom, is designed to develop strong mathematical thinkers, focuses on conceptual understanding using real-world problem solving and helps students become active participants in their own learning. Teachers consistently monitor student progress and provide reteaching and intervention as needed for students who are close to proficiency and far from proficiency.

REQUIRED ASSESSMENTS

The state of Missouri requires all students to participate in the MAP (Missouri Assessment Program) in third and fourth grade for the content areas of communication arts and mathematics. The purpose of this assessment is to determine student achievement levels. Parents receive achievement level information the following school year after the student has taken the assessment in the fall. Typically, students complete the test in a two week period where sections of the test are given in the mornings of those school days.

Students in all grades at the elementary school also participate in reading assessments (iReady/Quick Phonics Screener/Phonological Awareness/Rapid Automatic Naming/Orthography/Oral Reading Fluency) to determine Lexile levels and/or to determine what skills students have or have not mastered in order to determine any needed intervention. These benchmark assessments are administered at least three times a year. Parents can learn about these benchmarks on the student's quarterly report card. Students take the iReady assessment three times per year. This also determines a student's understanding of math content or math fluency, in addition to reading skills. Students demonstrating a deficiency in the area of math and/or reading, may also qualify for additional intervention with targeted instruction.

Universal Screening and Early Dyslexia Identification

In the 2018-19 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support.

Reading Assessments (167.654m RSMo.)

1. Each school district shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments (iReady). Additionally, all school districts shall assess any newly enrolled students in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list. (iReady) At the beginning of the school year, each school district shall provide a reading success plan to any student who:

1. Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or
2. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.

For the purposes of this section, a substantial reading deficiency shall refer to a student who is one or more grade level or levels behind in reading or reading readiness; provided that nothing in this section shall be interpreted to prevent a school district from offering a reading success plan to any student based on an assessment completed at the start and end of the school year or teacher observation. For any student entering the school district after the start of the school year, such student shall be provided a reading success plan in the event the student has been identified as having a substantial reading deficiency based on the student's most recent assessment or otherwise being identified through teacher observation. The student's reading proficiency shall be reassessed by reading assessments on the state-approved list. The student shall continue to be provided with intensive reading instruction under a reading success plan until the reading deficiency is remedied.

2. The district shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading, as described in subsection 1 of this section, at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary, of the following:

1. That the child has been identified as having a substantial deficiency in reading;
2. A description of the services currently provided to the child;
3. A description of the proposed supplemental instructional services and supports that the school district will provide to the child that are designed to remediate the identified area of reading deficiency. For students identified as being at risk of dyslexia or those that have a diagnosis of dyslexia the district shall provide an explanation that the instruction that will be used to teach the child be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.
4. Strategies for parents and guardians to use in helping the child succeed in reading proficiency, including, but not limited to the promotion of parent-guided home reading.

3. If the school district provides a summer reading program, they shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading of the opportunity to attend the summer reading program.

4. If a student has a substantial reading deficiency at the end of third grade, the student's parent or guardian and appropriate school staff shall discuss whether the student should be retained in grade level, based on a consideration of all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development.

5. Each school district shall do all of the following:

1. Provide students who are identified as having a substantial deficiency in reading under subsection 1 of this section, have been identified as being at risk of dyslexia in the statewide dyslexia screening, or have a formal diagnosis of dyslexia with intensive instructional services and supports specified in a reading success plan, as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including additional scientific, evidence-based reading instruction and other strategies prescribed by the school district or charter school which may include but are not limited to the following:
 - a. small group or individualized instruction;
 - b. reduced teacher-student ratios;
 - c. more frequent progress monitoring;
 - d. tutoring or mentoring;

- e. extended school day, week, or year; and
- f. summer reading programs;

2. For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the school district or charter school shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods;

3. At regular intervals, but no less than four times per year in manner that reflects progress through each school term, notify the parent or guardian of academics and other progress being made by the student and give the parent or guardian other useful information;

4. In addition to required reading enhancement and acceleration strategies, provide all parents of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of this section, with a plan that includes suggestions for regular parent-guided home reading.

6. Each school district shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria:

1. Be provided to all kindergarten through grade five students who exhibit a substantial deficiency in reading under this section. The assessments shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. Be provided during regular school hours;
3. Provide a reading curriculum that meets the requirements of section 170.014, and at a minimum has the following specifications:
 - a. assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;
 - b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - c. includes a scientifically based and reliable assessment;
 - d. provides initial and ongoing analysis of each student's reading progress; and
 - e. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

7. School districts shall report to the department the specific intensive reading interventions and supports implemented by the school district or charter school pursuant to this section as well as the reading assessment data collected for grades kindergarten through five. The department shall annually prescribe the components of required or requested reports.

8. (1) Each school district and charter school shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 of this section and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its CSIP plan or contract, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not a grade level in reading by the end of third grade, the CSIP plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading. (2) Each school district shall provide professional development services to enhance the skills of elementary teachers in responding to children's unique reading issues and needs and to increase the use of evidence-based strategies.

STANDARDS BASED GRADING

All grade levels use standards-based grading. This allows teachers to focus on specific grade-level standards or expectations and provides descriptors as to whether the student has mastered the standard or not. This is a shift from simply focusing on points correct and percentages. The grade card provides information as to what

the students know and are able to do. Teachers can use varied assessments to determine whether the child has mastered a standard. This feedback then allows teachers to make decisions about their instruction, interventions and the needs of the students.

METHODS OF TEACHING READING

We believe in a structured literacy approach to teaching students how to read. Structured literacy refers to programs that contain the following components, which are evidentially proven to improve reading skills and are appropriate for all students. These components are: phonology, the study of sound structure of spoken words; phonological awareness, which is the ability to segment words into their component sounds, which are called phonemes; sound-symbol association; syllable instruction; morphology; syntax; & semantics. Structured literacy is distinctive in the principles that guide how critical elements are taught: Systematic and Cumulative; Explicit Instruction; Diagnostic Teaching. Teachers designate 90 minutes of their day to teaching phonology, phonological awareness and/or comprehension skills. Within that time, there is a 20 min. small group lesson where the teacher works one on one with students on needed skills or with groups of 3-4 students. Teachers try to make sure that this group guided reading session is done every day so that at the end of each week, each child has had some individualized instructional time with a teacher.

PYRAMID OF INTERVENTION/SUPPORT

Tier One: School Wide Prevention--Involves ALL students through Preventative and Proactive Practices.

Tier Two: Targeted Intervention--Involves small groups with progress monitoring. (Building-wide intervention, Title Reading, Title Math, Tier 2 meetings, varied counseling services, SLP, Physical Therapy, Occupational Therapy, Speech and Language Pathologist intervention, mentoring, Check In/Out, dental health screenings, Telehealth, iReady, Satchel Pulse)

Tier Three: Intensive Intervention with Individual Students (ELL, specialized instruction, varied counseling services, Co-Teaching, Pull out, Push In, Self Contained)

ELECTIVE ROTATION

To ensure students receive equal instructional time for each elective class, students will rotate on a five day schedule. Teachers will maintain a rotation schedule within their classroom to communicate where students will be traveling each day. Teachers may also communicate the rotation schedule with parents.

ELECTIVE GRADING

Students will NOT receive a grade in electives. Scoring guides and/or rubrics may be sent home to communicate student progress.

ELECTIVE -- GUIDANCE & HEALTH, Camille Plunkett

P.A.W.S. Time!!! Second Step programs combine discussions with fun activities and family resources. The programs help children learn social-emotional skills such as responsible decision-making, working together to solve problems, managing strong emotions, and getting along with others. These skills can help children succeed academically and socially.

Satchel Pulse: Universal Screener-Student self-assessment surveys use age-appropriate questions and are simple and inclusive with text-to-speech and language translations. Our teacher screeners, designed to reduce workloads, are just as quick and easy, too. Our automated MTSS tier placement system uses student screening and assessment competency scores to accurately determine the level of support needed. With a 97% accuracy rating, our automated tier placements mean less time administering SEL and more time teaching it. Using advanced AI, our wizard swiftly creates clusters of students who need similar support. Groups can be split into an exact number or groups of equal size. The outcome is a smart and effortless approach to grouping students. Ready-made, K-12 digital lessons and courses that provide targeted support for Tiers 1, 2, and 3 to help develop your students' social emotional skills.

ART, Brette Orr

Course Description

Elementary Art is offered as an introduction to the Visual Arts experience. Each child is exposed to a wide variety of artistic media through drawing, painting, printmaking, fibers, sculpture and clay, and a variety of mixed media projects.

Art class has two parts, first being the introduction of the Art History teaching artists and their artworks and different cultural art. Also taught are art concepts, skills, and vocabulary.

Second, it is used as an Art Studio by applying things we learn to the creation of original art works. We use differing artistic mediums and different techniques and tools to do this. Art Work is stored in portfolios and used for artistic critique, review, and display throughout the school year.

In the art room I strive to encourage and nurture your child's creativity using practice and experimentation. As artists we focus on process over product, using existing knowledge to develop new concepts continually throughout the elementary art experience.

Basic Goals and Objectives

Many skills are taught in the art studio classroom.

Art goals below are listed as 'I can' statements making attainable goals for each child. The following are basic unit goals that we build upon every year with increasing difficulty and skill level.

- I can create art by drawing.
- I can create a painting using painting skills.
- I can demonstrate a printmaking technique.
- I can create fiber art.
- I can create three dimensional art with clay and sculpture.
- I can create mixed media art.

Philosophy of Assessment Practices: Elementary art is viewed as a process versus an end product. Students are monitored for continued improvement as the year progresses through practice and experimentation evidenced in our portfolio of artwork. Skills are observed as continuously building and improving, all at different paces for individual artists during these young formative years. More focus is put in the art room on exposure versus evaluation. An effective elementary art curriculum expands the children's cognitive problem solving skills through the incorporation of the Depth of Knowledge Level 3 using all of the Missouri state grade level expectations. An art curriculum should necessitate the nurturing and encouragement of creativity, involving a safe place for practice and experimentation, of which is not fair to assess until a child has reached an older age, when at the very least, a child's bones in their hand have fully formed. Accordingly, the focus is put on guiding students to synergize existing knowledge and to develop new concepts in a process that takes time and needs to be encouraged in the elementary years. The most challenging part of the creative process (at DOK 3) for the students is the process, not the product. Elementary students are intrinsically motivated to create art and feel proud and a part of school and community when their work is exhibited. Children should experience the excitement and challenges of the creative process without a grade attached. Continual year round art exhibits featuring all the students' work, along with portfolio use serves as a holistic, authentic document to assess the art department's curriculum and the creativity and growth of each student.

Portfolios and Artsonia: All art is kept in the art room until the end of the year in our art portfolios. The elementary art portfolio serves many purposes. It keeps art safe, organized and ready for any kind of school or community display. The art portfolio also serves as a tool for evidence of growth and review for each artist (also known as critique). Portfolio's are also available to view from home, online through Artsonia. Once a parent sets up Artsonia emails will be sent when new artwork is uploaded. Artsonia information will be sent out at the beginning of the school year, with reminders given through email.

Art Supply List and Art Day: On the schools supply list at the end of each grade level is an Art Supply list. This helps offset some of the cost of our art program by providing the art room with some of our more frequently used consumables. Please pay attention to which day your student has art (Day 1-5) and dress your child accordingly in possibly not their newest and best clothes, as art can be unpredictably and artistically messy. Most things we use are washable. Paint shirts are offered to them as an option that some tend to choose not to wear.

ELECTIVE--MUSIC, Devon Breitling

Welcome to music at Palmyra Elementary!

The Missouri Music Competencies Handbook for Excellence in Music Education states that the overall goal of the music program should be to help students build a relationship with music that provides them with enjoyment, satisfaction, personal growth, and an enhanced quality of life.

- That, through music, each child will grow personally. A happy child will be healthy - physically, mentally, socially, and emotionally. Music is a wonderful tool to create a "happy atmosphere."
- That each student can become, to the best of his/her ability, musically independent. Since my time is limited with each student, I would like for them to be able to take what they have learned in the classroom and make their own music - at home, church, etc.
- As a parent, you can help your child grow musically by encouraging him/her to listen to as many different styles of music as possible. Encourage them to make music appropriate to their age group (e.g. singing, playing toy instruments, and creating melodies on "keyboards" which are so popular now). Visit with your child about TEMPO (fast, slow); DIRECTION (high, low); DYNAMICS (loud, soft); and TONE COLOR (being able to identify an instrument by seeing and/or hearing it. (e.g. when listening to music, ask your child what he/she is hearing - is the music fast? slow? Do they hear violin, electric guitar? Etc.).
- There are many more elements we discuss in our curriculum but these are some of the basics. If you can help your child with these, we'll be off to a wonderful start.
 - **Piano:** Every child at the elementary will have the opportunity to explore the piano.
 - **Orff:** Every child will learn how to play the Xylophone and other keyboard instruments.
 - **Recorders:** One of the most exciting things in third grade is learning to play recorders. Purchasing a recorder is strongly encouraged. You will receive a notice informing you of the cost and procedure of buying a recorder for your child. The cost will be approximately \$7. This purchase will enable him/her to practice at home, which of course, will improve their skills more quickly.
 - **Ukuleles:** All 4th grade students will learn how to play the ukuleles.
- **Palmyra Elementary Junior Singers:** This is an extracurricular choir open to 3rd and 4th grade students by audition. Rehearsals begin in the fall and are held until the annual Christmas concert. Rehearsals resume in the spring and are held until the Spring concert.

ELECTIVE--ELEMENTARY LIBRARY, Elizabeth Lehenbauer

The purpose of the Palmyra Elementary School library is to support the school system's goal of providing the best possible education for each student by offering resources and services to meet their unique needs thus enabling them to achieve competencies in the changing world and contribute to society.

Objectives

- Provide and maintain a collection of books and non-print media designed to support and enhance the total educational program.
- Provide materials appropriate for the age, interests, abilities, learning styles, social development, and maturity levels of the students.
- Provide resources and learning activities that represent diverse social and cultural views so that two sides to a question or situation may be seen.
- Provide instruction and assistance in selecting and retrieving information using instructional and information technology available.
- Select high quality materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards in a democratic society.
- Provide materials for students to progress independently and foster qualities of self-achievement and self-discipline.
- Provide teachers and administrators with services and materials for continuing professional growth.

Classes are scheduled into the library where opportunities are presented for students to learn and practice library skills, select materials, and obtain computer experience. In addition, the library serves as a resource center for teachers and students.

If books are lost or damaged beyond repair, the pupils will be required to pay the actual value of the book.

ELECTIVE--PHYSICAL EDUCATION, Whitney Ritchhart

The physical education program focuses on the development of motor skills, movement concepts, and the introduction of physical activity for fun, enjoyment and health. Students will be introduced to the basics of personal fitness and start to develop an understanding of the fundamental skills needed for specific units. Students will also be introduced to various health topics that are appropriate for each grade level.

Goals and Objectives

- Students will demonstrate competency in many movement forms and proficiency in a few movement forms.
- Students will apply movement concepts and principles to the learning and development of motor skills.
- Students will participate in fitness activities designed to help them improve their level of physical fitness.
- Students will demonstrate understanding and respect for differences among people in physical activity settings.
- Students will demonstrate responsible personal and social behavior in physical activity settings.
- Students will practice cooperation, sportsmanship, and teamwork skills.
- Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expressions, and social interaction.

As a Parent You can Help

- Talk with your child about physical education class.
- Allow adequate time for physical activity at home.
- Understand that physical education is a well-planned instructional program for the best physical development of your child.

BODY SAFETY TRAINING

The district will notify parents/guardians of the content of the district's trauma-informed, developmentally appropriate sexual abuse training for students. Such notice must be provided prior to instruction and will include notice that parents/guardians may excuse their students from training by submitting a written request. (170.045, RSMo.)

Once a year students in all grades receive Body Safety Training. The program empowers children to have a voice, in an effort to help prevent them from becoming a victim of abuse. Through our interactive program, children will gain increased knowledge and awareness about sexual abuse and learn skills on how to protect themselves. The Body Safety program, which is developed from Sandy Wurtele's Body Safety Training, has established evidence-based best practices recognized by experts in the field of child sexual abuse.

All participants will:

- understand the Body Safety Rule is like any other safety rule they may know.
- recognize differences between appropriate and inappropriate touches.
- identify the Body Safety Steps.
- feel empowered to report to a trusted adult and continue reporting until they receive the help they need.

If you would like an overview of the program, visit our informational video online at: www.thechildcenter.com

HUMAN GROWTH AND DEVELOPMENT

Fourth grade students learn about human growth and development through a session held in the spring. This instruction is delivered by grouping the students by gender.

The videos, "Growing Up for Girls" and "Growing Up for Boys", provide sound and accurate information about human anatomy and functioning, physical and emotional changes of adolescence, and the importance of good hygiene, grooming, and health. The factual information is complemented by insights into the challenges of puberty and encourages adolescents to appreciate individual differences, anticipate new opportunities, accept new responsibilities, and meet the changes with self-respect and confidence.

Parents are welcome to attend with their child. Printed scripts of the video are also available to preview before the programs. All content is presented by PES Staff. If you do not want your child to participate in this program, please contact the principal.

NATIVE LANGUAGE TRANSLATION OPTIONS

All information/notices sent to parents and shared with the general public is available to be translated into a native language upon request. If necessary such information/notices will be made available for translation into other modes of communication such as Braille or ASL upon individual request. In the rare instance a native language is not available in written format of communication; such information will be translated orally.

RETENTION

Retention may be considered when, in the judgment 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. **If a student has a substantial reading deficiency at the end of third grade, the appropriate district staff will meet directly with the student's parents/guardians to discuss whether the student should be retained and will formulate a specific plan to remedy the student's reading deficiency.** Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained. (Policy IKE)

MISSOURI COURSE ACCESS AND VIRTUAL SCHOOL PROGRAM

Palmyra Elementary School will participate in the Missouri Course Access and Virtual School Program. The Program offers District students the opportunity to enroll in virtual school courses in a variety of grade level and content areas. The District may elect to offer specific courses as part of the program. Students who wish to take virtual courses need to contact the district's virtual programs coordinator for more information.

<https://legiscan.com/MO/text/SB603/201>

PACE

Pursuing Achievement, Challenge, and Excellence (Palmyra R-I's Gifted and Talented Program)

- **PACE Administrative Handbook**

<https://docs.google.com/document/d/1ALSPkyYyTt67fYG3ezau4OnHap8qCBtSGrMxeyMyVtg/edit?usp=sharing>

SPEECH PRODUCTION EXPECTATIONS

Children starting kindergarten and students in mid-second grade are screened by our district SLP (Speech and Language Pathologist). Students should demonstrate a command of specific phonemes by a particular chronological age. If they do not demonstrate proficiency, then additional intervention may be needed.

What can we as adults do to help to reduce incorrect production of speech in children? Early intervention and education for adults can help.

- Become familiar with the table/information document below. Recognize that phoneme mastery is developmental.
- Model correct sound production yourself and limit or eliminate models that do not use correct speech production.
- Reduce and supervise the use of items that inhibit letter formation such as Sippy cups and pacifiers.

ATTENDANCE

ATTENDANCE POLICY

Student learning can only take place if students attend school on a consistent basis. The following attendance policies and procedures are in place.

1. Any student who has been absent will be required to make up the work missed unless the absence is due to suspension/expulsion.
2. Parents are to contact the elementary office on the day of each absence to state the reason for the absence. Parents knowing in advance that their son/daughter will be absent should contact the school prior to the dates of absence (i.e. scheduled medical treatments, family trips, etc.).
3. Once a student misses 15 days that are not for medical reasons, a report will be made to the Division of Family Services and the Juvenile Court. Parents will receive attendance and tardy letters in the mail when the student has been tardy/absent five days, ten days, and fifteen days.
4. Students should only attend school activities if they are in attendance the full school day. The only exception to this is a funeral or a medical excuse.
5. If a student is absent for more than half the day, he/she cannot attend classroom parties: Halloween, Christmas, and Valentine's Day.

REQUESTING HOMEWORK

Before picking up your child's assignments, please allow teachers time to prepare the necessary materials. If you plan to pick up your child's homework, please leave a voicemail in the office before 7:30 a.m. or call the

elementary office after 7:30 a.m. Teachers will put together homework assignments and have them ready by the end of the day at 3:00pm.

MAKE-UP WORK

Students that are absent from school should make-up all assignments. A student has the number of days to make-up assignments consistent with the number of days absent. For example, a student that is absent three days from school has three days to complete and return the assignments.

TARDINESS POLICY

School starts promptly at 8:15. Students will be allowed three tardies a quarter without consequence. Documented doctor, dentist, and other medical related appointments will be excused and will not count toward the number of tardies allowed.

Parents will be notified when their child has accumulated the fifth, tenth, and fifteenth tardy via mail or phone call. Once a student, age 7 or above, has 15 unexcused tardies, a report will be made to the Division of Family Services and the Juvenile Court.

MILITARY FAMILY LEAVE POLICY

A student whose parent or legal guardian is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or is immediately returned from, deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the local education agency superintendent to visit with his or her parent or legal guardian pertaining to such leave or deployment of the parent or guardian.

STUDENT HEALTH & SCREENINGS

CONJUNCTIVITIS

Students with both “pink eye” and allergic conjunctivitis must be excluded from school until the condition has begun treatment by a physician.

DIARRHEA/WATERY STOOL

Students with diarrhea/watery stool will be sent home if the student has:

1. More than two episodes of diarrhea occurring during a school day.
2. One episode of diarrhea if other symptoms are present (e.g. fever, abdominal discomfort, vomiting, etc.)
3. Soiled themselves or their clothing.
4. Additional symptoms that become disruptive to the student’s educational process

Students may return to school 24 hours after the last diarrhea stool if they have no other symptoms present.

VOMITING

Students will be sent home from school for:

- more than one episode of vomiting occurring during a school day.
- One episode of vomiting if other symptoms are present (e.g. fever, abdominal discomfort, diarrhea, etc.).
- Students may return to school 24 hours after the last vomiting episode if they have no other symptoms present.

FEVER

The school considers a student's normal temperature to be 98.6°F. If a student has not taken fever-reducing medication and they have a low-grade temperature, (oral temperature up to 99.9°F) they may remain at school. If a student has a high-grade temperature, (oral temperature of 100°F or above):

1. Students will be sent home from school.
2. Students may not return to school until they are free of fever for 24 hours without fever-reducing medication.
3. Students will not be dismissed to the bus with a high-grade fever.

In order to assist in preventing the spread of illnesses, students should not be given fever-reducing medication and sent back to school.

IMMUNIZATION INFORMATION

State law requires that all immunizations must be up-to-date before students are permitted to attend classes. Students must present documentation of month, day, and year of each immunization. Religious and medical exceptions are allowed with appropriate exemption cards on file. It is the responsibility of the school to maintain the immunization histories of all children enrolled and to report that information to the Missouri Department of Health and Senior Services each year.

In accordance with Missouri Law § 210.003, RSMo., the district will notify parents/guardians at the time of initial enrollment of the Afterschool Program through the ASP Handbook that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district. No names will be provided with this information.

MEDICATION

An effort should be made to schedule medication at times other than school hours. If the pupil must receive medication during school hours, the parent or guardian must furnish for all medications:

1. The prescription plainly marked in the **original container** with
 - Pupil's name
 - Physician's name
 - Name of medication and dosage to be given
 - Time of administration
 - Date
2. Over the counter medications will be supplied by the school and given at the nurse's discretion according to manufacturer's labeled instructions. Medications are listed on the Nonprescription Medication Form.
3. Over the counter medications not supplied by the school must come in the manufacturer's labeled container with the student's name on it. A note signed by the parent or guardian is also necessary to authorize school employees to give the medication.
4. A Nonprescription Medication Permission Form must be completed by the parent or guardian prior to administration. This form is available in the nurse's office or on the District website, www.palmyra.k12.mo.us.
5. A note signed by the parents authorizing school employees to give the medication. School personnel will not give any medication that is not in the appropriate labeled container and not accompanied by written parent permission for the school to administer. **The medication is to be brought to school by a parent or other adult.** The school will not give the first dose of any medication.

At the elementary school, teachers may keep cough drops for the day at the teacher's desk with written parent permission. The student's name must be on the labeled cough drops.

Be aware when your child is not feeling well and if a child has been ill, he/she should not be sent back to school until free of fever for at least 24 hours.

NUT-AWARE CAMPUS

In meeting the needs of our student population, the Palmyra Elementary School campus is a peanut and tree nut aware campus. Should students be allergic to other food items, the teacher will communicate this with parents.

POLICY ON COMMUNICABLE DISEASES - STUDENTS

A student shall not be permitted to attend classes or other school sponsored activities, if the student is known to be afflicted with or liable to transmit any contagious or infectious disease unless the board or its designee has determined, based upon medical evidence, that:

- the student is no longer infected or liable to transmit the disease; or
- the student is afflicted with chronic infectious disease which poses little risk of transmission in the school environment with reasonable precautions.

Any student permitted to attend school with a chronic infectious disease must do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. Any student determined to have a chronic infectious disease and who is not permitted to attend school will be provided instruction in an alternative educational setting in accordance with district policy.

Students with a contagious or infectious disease and their families have a right to privacy and a need for confidentiality. Only staff members who need to know the identity and condition of such students will be informed.

HEAD LICE

The school nurse will not perform routine schoolwide head lice screenings. However, should multiple cases be reported, the nurse will identify the population of students most likely to have been exposed and arrange to have that population of students examined. If the school nurse or teachers discover head lice or nits on a student, the parent/guardian of that student will be notified, and other students who reside with the infected student will also be checked.

To be readmitted to school, a student must be accompanied by a parent/guardian or relative and must be examined by the school nurse prior to returning to classes. If head lice or eggs are still present, the student will again be sent home until he or she is free of eggs or lice. The building administrator and/or teacher will be notified of student clearance to attend classes. Further information regarding this policy can be found under Palmyra R-1 School Board Policy: JHC-AP2.

SCREENINGS

All students' height and weight are recorded once a year by the school nurse. In addition, students in first and third grade receive vision and hearing screenings. All new students and second grade students receive a speech and language screening.

SYNCOPE (fainting)/Seizures

Students who experience a syncopal episode or seizure at school will be sent home. Students may return to school 24 hours after the last syncopal episode or seizure if no other symptoms are present.

TRAUMA-INFORMED

Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the "Trauma-Informed Schools Initiative." Further information regarding the Trauma-Informed Initiative for parents/guardians can be found on the Department of Elementary and Secondary Education's website:

https://dese.mo.gov/sites/default/files/dese-the-trauma-informed-schools-initiative_0.pdf

PROCEDURES AND ROUTINES

ARRIVAL TIME

The school day starts promptly at 8:15. Students who are not in the building by 8:15 will be counted tardy. The Middle School safety patrol does help traveling children cross the streets on school property at the elementary and middle schools. Safety patrol students are on duty before and after school. In the event of lightning, or if the weather or wind chill is below zero degrees, safety patrol students will not be on duty. Walkers arriving before 8:00 will not have assistance in crossing the street.

BEFORE SCHOOL PROGRAM

Supervised child care will be provided with a fee for students arriving between 7:00 and 7:30 a.m. in a Before School Program (BSP) with a \$1.00 per day fee assessed. **Payment is preferred in advance, but certainly the day of.** Charging is not allowed.

MORNING ARRIVAL - CAR RIDERS

Students traveling by car between 7:00—8:14 should enter the campus by pulling off of Highway 168 and selecting lanes one or two. Once you are in this lane, never move to another lane. No car riders will be allowed to use the bus lanes at the east entrance of the building or lane three on the south drive. Supervision is provided at the south cafeteria doors to ensure the safety of the children. If you are the first car in lane one or two, please pull to the bold white line parallel to the front of the building.

Drivers in lane one can allow their student to exit your car on the driver side and walk into the building. Drivers in lane two should NEVER get out of the vehicle until a PES staff member opens the door, takes the child(ren) by the hand(s) and escorts them out of the car and onto the south door awning. A driver should NEVER allow a child to exit their car and walk by themselves. Drivers in all lanes should never leave their vehicle to escort children to the building.

If you need to take your child into the building, please park your car and then walk into the building with your child. Because the adult is a visitor to the building, they must enter the building at the front entrance, not the cafeteria. This visitor must sign in at the office.

Because of the number of travelers during this time, we ask that you be patient. Safety of our children is our first priority. This process may not expedite your morning routine, however it will lessen the amount of traffic on Highway 168 and keep all travelers safe.

ARRIVING LATE OR LEAVING EARLY

Should a child arrive late or leave early, parents can park in the lot next to the flagpole, and walk into the building to escort or pick up their child from the office. Calling ahead of time to let the office and classroom teacher know about your leaving early is also encouraged.

BREAKFAST

The Palmyra Elementary School has a breakfast program. Breakfast will be served from 7:40 to 8:10 a.m. The cost for breakfast is \$2.20. Adult breakfast price is \$3.25.

DRESS CODE

Student dress and grooming should be neat, clean, and in good taste so that each student may share in promoting a positive, healthy, and safe atmosphere within the school environment.

1. Any student dress that interferes with the educational atmosphere or the safety of the students will not be tolerated.

2. It is recommended that students dress appropriately according to the weather conditions.
3. Bare midriffs and backless halter tops of any description are not permitted. Crop tops, halters, shirt straps less than one inch wide should have a shirt worn under them.
4. Badly worn and torn clothing is not to be worn as a fad.
5. Shoes must be worn at all times.
6. Hats or caps are not appropriate for classroom wear.
7. Clothing with obscene, suggestive or profane words; clothing with pictures or advertisements for liquor or tobacco; clothing promoting or glorifying death and destruction of life is considered inappropriate for school wear.
8. Students are not to wear metal taps on their shoes.

LUNCH

Complete hot lunches including milk are served daily. Meals may be purchased on a daily, weekly or monthly basis. The classroom teachers collect lunch money and send it daily to the office. Extra milk may be purchased with the meal for a cost of \$0.50. The cost for student lunch is \$2.60. Adult lunch price is \$3.95. Monthly breakfast and lunch menus will be sent home. The daily menus can also be viewed using the Nutrislice app.

Visitors may wish to bring in lunch to eat with their child.

CHANGES IN DISMISSAL

A student must have a note if there is any change in the way he/she is to go home. If a child does not have a note, the child will be sent home the way he/she normally goes home. If the parent forgets to send a note, they should contact the elementary school office and a note will be written for the child.

DISMISSAL PROCEDURES

Car riders are dismissed at the south cafeteria doors starting at 3:00 and ending at 3:15. Arriving at 3:00 or closely after, avoids congestion in the parking lot and Hwy 168. Bus riders are dismissed at the east hall doors at 3:05. Walkers are dismissed at the east hall after the bus fleet has left the PES campus.

Please follow the following procedures when picking up students as car riders:

1. If you are one of the first drivers to arrive, don't park your car in front of the cafeteria doors. Please pull all of the way up to the designated white line.
2. Please do not leave your car parked in the middle of the driveway while you come into the building to get your child. This has the same effect as a stalled car on a busy street.
3. An adult will walk your child to your vehicle. Please remain in your vehicle for the safety of everyone and to help make the process as quick as possible.
4. The driveway is wide enough to park three lanes wide. Triple parking will allow us to take advantage of more driveway parking space. Again, please be considerate.
5. If the parking lot is full, please drive on by and come back around. **Blocking traffic on Hwy 168 is not an option for the safety of everyone involved.**

Middle school safety patrol students are assigned to help walking children cross the streets on school property at the elementary and middle schools. In the event of lightning or if the wind chill is below zero degrees, safety patrol students will not be on duty.

AFTER SCHOOL PROGRAM

The Palmyra Elementary School has an After School Program (ASP) for child care that operates from 3:15 p.m. to 5:30 p.m. on most school days. **The After School Program is not in session on any early**

dismissal, i.e. due to inclement weather or planned by the school district. See school events calendar for early dismissal dates.

Full time membership is \$30.00 per week. Part time membership is allowed and is \$8.00 per day. If an account becomes two weeks or more in arrears, the child may be withdrawn from the program until the account is paid in full.

Also, if there is an outstanding balance due from a previous school year, your child(ren) may not be enrolled in the After School Program until payment is made in full.

If you think you might want to use this service sometime in the future, an **application must be on file and the ASP Handbook must be read before a child can attend the After School Program.** The information can be found online or from the PES office. This is part of the licensing guidelines in which we abide.

PAYMENT FOR MEALS

Unless meals are provided at no charge, the district expects students to pay for meals prior to the time of purchase. The ability to charge is a privilege, not a right, and is subject to limitations. A student may not accumulate more than \$10.00 in charges.

The district will provide timely notification via email or phone call to parents/guardians when the account balance has no money in the account; a zero balance.

COSTS FOR BREAKFAST AND LUNCH

The costs for breakfast and lunch at the Elementary School are:

| | |
|-------------------|--------|
| Breakfast | \$2.20 |
| Reduced Breakfast | \$0.30 |
| Lunch | \$2.60 |
| Adult Lunch | \$3.95 |
| Adult Breakfast | \$3.25 |
| Reduced Lunch | \$0.40 |
| Extra Milk | \$0.50 |

If a family qualifies for free lunch/breakfast, there will be no charge. However, an application for free and reduced lunch/breakfast must be completed at the beginning of every school year.

KINDERGARTEN MILK BREAK

Kindergarten students will be charged \$0.50 for milk during milk break. Milk break is **not** covered under the free and reduced meals program. Milk break will need to be paid in advance. Parents can opt out of milk break for their child. Please discuss with your child's classroom teacher.

SNACK POLICY

All snacks and treats should be purchased commercially, either prepackaged or from a bakery in its sealed, original container. Homemade items will not be served. Due to allergy issues, we need to make sure that the baking environment has been controlled for health purposes.

MONEY

Money sent to school with students should be clearly labeled. Particularly, if you are sending a check please indicate on the memo what the money is used for. Separate payment should be made for individual programs

(lunch, after school child care, before school child care). The teacher will not be responsible for any money left on top of or inside of a pupil's desk.

VISITING THE BUILDING

Parents are welcome to visit the school. However, if you want to visit with a teacher personally, please arrange it with the teacher in advance. **All visitors must report to the office, sign in and out, and wear a visitor badge during their stay.**

LOST AND FOUND

Children with lost items should check regularly with the office. The lost and found will be emptied at the end of each quarter and donated to our local charity.

CLASSROOM PARTIES—HOLIDAY AND BIRTHDAY

All regular education classrooms will have scheduled parties for Halloween, Christmas, and Valentine's Day. Room parents are responsible to provide drinks, party snacks, party supplies, or games for these parties. In accordance with our district snack policy, all snacks and treats should be purchased commercially, either prepackaged or from a bakery in its sealed original container. Homemade items will not be served. Remember our school is a peanut and tree nut aware environment. Should students be allergic to other foods, the classroom teacher will communicate this with the parents. A child must be in attendance the majority of the school day to participate in the class party that day.

Parents are asked to contact the teacher should they have intentions of sending a birthday treat with their child on their birthday. We ask that treats be limited to one store-bought, not homemade items, and that they not send drinks. We also ask that birthday invitations be distributed outside of school time, unless the student is inviting the whole class. In addition, the school cannot provide directory information to parents when requested.

BICYCLES

If a parent or guardian feels that their child exercises knowledge of bicycle safety and usage, they may ride their bike to school. Students need to park their bikes at the bike rack which is located on the east side of the playground. Students must walk their bicycles on all school property.

SKATEBOARDS

Due to safety concerns, skateboards should not be on school property or at school activities (i.e. sporting events, musical events, etc.).

PETS

Teachers should discourage students and parents from bringing most live animals to school. There may be particular circumstances where a pet or animal is a benefit for the students. Should this be the case, please consult with Mrs. Augspurg before you give the final okay for an animal visit. All safety precautions should be taken when the pet visits. Pets should be brought on leash or in a pet carrier.

SCHOOL CANCELLATION FOR INCLEMENT WEATHER

The schools may not operate when roads are too hazardous for the buses to run. Morning announcements will be made from the local radio stations (KHMO -1070 and KICK - 97.9) and/or TV WGEM or KHQA.

EARLY DISMISSAL FOR INCLEMENT WEATHER

When it becomes necessary, school will let out early for safety reasons, such as inclement weather. Mr. Harper, Superintendent of Schools, will use our automated school messaging system to notify parents. Additionally, the message will be aired on KHMO and KICK radio stations in Hannibal and WGEM and KHQA TV stations in Hannibal and Quincy.

It is always important for your child's teacher to know the travel plan for your child at the end of the day. In many situations, the early dismissal plan is different. Please ensure that your child's teacher also knows your intentions for this type of day.

Should the school have a late start day, there will be no Before School Program. The building will open to students at 9:45. Breakfast of some sort will be provided.

SCHOOL PICTURES

During the beginning of the school year pictures of all students are taken. A packet will be sent home with the pupil prior to picture taking day so the parent may select among several packages to purchase if they choose to do so.

SCHOOL MESSAGING SYSTEM

Palmyra R-1 uses Thrillshare-Apptegy, a web based broadcasting system that enables school personnel to notify all households and parents by phone using text message or verbal message within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used to communicate general announcements or reminders. A mobile app is available which will provide your family with timely information and can be downloaded by searching for Palmyra R1, MO in the app store.

IF YOU HAVE A PROBLEM

Unfairness, misunderstanding, hurt feelings, and conflict are experiences common to us all. When children experience these problems at school, it causes difficulty not only for the children, but for parents, and school staff. The following steps will help you successfully solve problems at school.

Take your concern to the person closest to the problem. No matter where the problem is, take your concern there first. Whether in the classroom, on the bus, or on the practice field, the quickest and easiest solution is usually found with the staff member most directly involved.

It's best if you make time to talk with school personnel regularly, before problems are encountered. Know who your children's teachers, bus drivers, and coaches are and how they may be contacted. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, why not let them know in advance what the general nature of your concern is? This gives them an opportunity to ask other staff members for information that might relate to your problem or concern. If a personal visit isn't possible, why not call once to state the problem, and during that conversation, offer to call back at a time when you can both discuss the situation in more detail.

The problem you or your child faces may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the problem first.

Present your concern to the next level. The principal is responsible for supervision of staff within buildings. The Director of Transportation supervises all school bus drivers. Each one is an example of the next level of school personnel you should contact if the staff members closest to the problem haven't been able to satisfactorily resolve the difficulty.

Their ability to help will be improved if you share the steps you've already taken with the staff member closest to the problem, or if you will take time to openly share with them the reasons why you feel uncomfortable dealing directly with the person who is closest to the situation. Supervisory personnel will rarely have knowledge of the information they need to be of immediate assistance.

DETENTIONS

A classroom teacher and/or administrator will be monitoring the detention room. The school office will send home a note or call, explaining when the student is to serve the detention. Students will be provided with age appropriate work and/or social skills practice by the teacher. Students will complete this work during the detention. The work will be collected and given back to the classroom teacher. Detentions will be served on the day they are given if at all possible. Otherwise, arrangements will be made with the parents/guardians. The following rules should be followed by students serving detentions:

1. Students will be in the detention room from 3:05 - 3:35 p.m.
2. Students should use the restroom prior to 3:05 p.m.
3. Students must work on materials provided in the detentions packet or work on incomplete assignments.
4. A warning will be issued in case of an infraction. The principal can be notified by intercom if a student fails to comply with these rules.

It is the parent's responsibility to provide transportation for the student. In the event of an emergency or a prior appointment, the parent can contact the Elementary School office to reschedule the detention.

PES Behavior Management Chart

In each classroom students are involved in Conscious Discipline Structures (Kindness Tree, Friends and Family Board, Safe Place Meaningful jobs, Class Meetings); Routines (Wish well Board and Brain Smart Start)

| Level One | Level Two |
|---|---|
| Minor behaviors that can be adequately corrected at the time and in the setting in which they occur which may or may not require documentation. | These are behaviors that continue to be corrected at the time and in the setting in which they occur. Notification to other staff members that a pattern is developing or to request Tier Two support. Documentation is required. |
| Examples of Level 1 Misbehaviors | Examples of Level 2 Misbehaviors |
| Inappropriate Language | Chronic Level 1 Behaviors |
| Name Calling (put downs) | Habitual or chronic behaviors from level one |
| Profanity (accidental) | Responding to Level Two Misbehaviors |
| Physical Contact (reaction) | CD Rituals, Routines, and Structures |
| KAHFOOTY (not showing) | CD Classroom Behavior Chart |
| Wrestling/horseplay | Parent Phone Call |
| Pushing/shoving/kicking | Tier Two Meeting Scheduled by Teacher |
| Biting (with no marks) | CD Behavior Plan Established |
| Disrespect | Level Three |
| Cutting in line | Serious misbehaviors that require immediate administrative involvement and documentation is required. |
| Defiance | Examples of Level 3 Misbehaviors |
| Not following directions | Chronic or Pattern of Frequent Level 2 behaviors |
| Observable Misbehavior | Assault/Fighting/Physical Aggression |
| Out of seat | Leaving School Grounds |
| Throwing objects (no harm intended) | Threat/Intimidation/Bullying/Cyberbullying |
| Incomplete work | Vandalism of personal property or school property |
| Technology misconduct/misuse | Weapons/Dangerous items |
| Prohibiting objects at school | Theft |
| Running | Tardiness/Truancy |
| Lying | Other Behaviors from Board Policy JG-R |
| Disruptive | Responding to Level Three Misbehaviors |
| Blurting/calling out in class | Referral to the office for principal conference |
| Making noises | Referral to counselor or sight-based social worker |
| Excessive talking | Lunch Detention |
| Responding to Level One Misbehaviors | After school Detention |
| Proximity Control | Parent Phone Call |
| Touch Control | Stakeholder Conference |

STUDENT DISCIPLINE

Surveying, Analyzing or Evaluating Students (Policy JHDA):

<https://simbli.eboardsolutions.com/ePolicy/Policy.aspx?S=298&Sch=298&PC=JHDA&Z=P&revNo=1.01&srch=PERSONAL+INFORMATION&ktype=Exact&encu=xa9jwu0EeqNJP1IMR8zErI2Eu9hM2yurtmPs7R4uWoH5AfsIshslshRbFpHp0InviiBT1HSI3u6jzMI82wDQQSU1slshHL1gX2uwZH3yoDi3B7XIE8PGbvitevQnhdu2ERG TecmtslshLS5PjxsD0DslshCtad11Y4XplusJJWF5uj35slshPx6S8plusyCFo2b2FX7OOuBq0YgzysqjshdplusJ>

Student Conduct and Expectations (Policy JG):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JG&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

District Student Conduct and Expectations (Policy JG-R):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JG-R1&Sch=298&S=298&C=J&RevNo=1.11&T=A&Z=A&St=ADOPTED&PG=6&SN=true>

BULLYING (POLICY JFCF):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JFCF&Sch=298&S=298&C=J&RevNo=1.21&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

HAZING (POLICY JFCG):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JFCG&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Technology Usage (Policy EHB):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=EHB&Sch=298&S=298&C=&RevNo=1.11&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Corporal Punishment (JG-A2):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGA-2&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Detention and/or In-School Suspension of Students (Policy JGB):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGB&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Student Suspension and Expulsion (Policy JGD):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGD&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Discipline Reporting and Records (File JGF):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGF&Sch=298&S=298&C=J&RevNo=1.11&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Discipline of Students with Disabilities (JGE):

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGE&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

[https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGE-AP\(1\)&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=true](https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGE-AP(1)&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=true)

[https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGE-AP\(2\)&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=true](https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JGE-AP(2)&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=R&St=ADOPTED&PG=6&SN=true)

STUDENT Records (JO-1)

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JO-1&Sch=298&S=298&C=J&RevNo=1.01&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

EARTHQUAKES IN MISSOURI

This information was prepared in accordance with Missouri Revised Statutes, Chapter 160, Section 160.455

The highest earthquake risk in the United States outside the West Coast is the New Madrid Seismic Zone, centered in the Southeast Missouri bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction here can cover an area more than 20 times greater than a similar event there due to the nature of geological materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone and surrounding area in the central U. S. averages more than 200 earthquakes a year. Most can't be felt, but a few can cause measurable damage. Experts say there's a 25 to 40 percent chance for a major earthquake in a 50 year period. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in Southeast Missouri, near the town of Charleston, in 1895.

The Great New Madrid Earthquakes of 1811-12 were the largest in U. S. history east of the Rocky Mountains. The massive quakes destroyed homes, created lakes and briefly reversed the flow of the Mississippi River. Shaking was felt as far away as the east coast.

To help your family survive an earthquake, know what to do BEFORE, DURING, AND AFTER a major quake strikes.

BEFORE:

- Put together an emergency kit, flashlight, first aid kit, radio, drinking water, blankets
- Develop a family communication plan—identify a relative living at least 100 miles away that everyone can call to “check in” with to tell family you’re safe
- Make sure all heavy or breakable items are on lower shelves
- Know how to turn off utilities

DURING

- DROP on the ground
- COVER yourself under a sturdy table or desk, and cover your face and head with your arms
- HOLD ON to something sturdy until the shaking stops
- If you’re driving, pull off the road, away from buildings and utility poles and stay in your car
- If you’re outside, drop to the ground, away from large objects, and cover your face and head with your arms

AFTER

- Find your family; check for injuries
- If necessary, call 911 for help
- If you smell gas or hear a hissing sound, go outside—shut off gas valve
- Be careful to avoid live power lines and broken glass
- Listen to the news for the latest emergency information
- Be ready for aftershocks

This information has been provided by the Missouri State Emergency Management Agency

P. O. Box 116, Jefferson City, MO 65102

Phone: 573/526-9100 Fax: 573/634/7966

Email: rosema@sema.dps.mo.gov

SUMMARY OF THE SAFE SCHOOLS ACT

(HB 1301 & 1298)

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

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

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

Discipline Records

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

Abuse Investigations This section outlines investigations of alleged abuse based upon the use of corporal punishment within the district. The amendment authorizes the juvenile officer to designate another law enforcement officer to investigate these allegations in conjunction with school personnel.

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

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

Transfer of Documents School officials enrolling the pupil must request within forty-eight (48) hours a transfer of documents from all school districts the pupil attended within the previous twelve (12) months. Any school district receiving that request shall respond within five (5) business days of receipt of that request. The request must include the disciplinary record required under this legislation. Transfer of school records is prohibited to persons not employed by the school district or employed by another school district, or to any governmental entity other than a school district, juvenile or family court, unless written permission is granted by the parent, guardian or student, or if the student is eighteen (18) years of age or older. Violation of this subsection is a Class B misdemeanor and a civil action is authorized based upon a district's failure to comply. The State Board of Education is authorized to establish rules relating to the enforcement of this section.

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

Readmission Conference Section 167.171.RSMo. outlines the procedural requirements relating to the suspension or expulsion of students. A new subsection requires a conference prior to re-admission of a student suspended for more than ten (10) days for an act of school violence, or where the pupil poses a threat

or harm to themselves or others. Written notice of the conference shall go to the parent or guardian. The section specifically prohibits re-admission of a student convicted or indicted of specified criminal acts. An exception is provided for children with disabilities as identified under state eligibility criteria. A conference is also required if a student attempts to enroll in one district during a suspension or expulsion from a second district. The second school district may recognize the disciplinary action if it is determined that the behavior would be subject to suspension or expulsion in that district.

Communication with Juvenile Officers Juvenile officers must notify school officials when students have committed certain specified criminal acts. The notification must include a description of the conduct and the dates when the conduct occurred, but shall not include the name of the victim. This report shall be shared with teachers or other district employees with a need-to-know-basis upon the scope of their assigned duties. The superintendent is required to notify the appropriate juvenile or family court upon the suspension of any student within the jurisdiction of the court when the suspension is in excess of ten (10) days.

Notice of Violent Acts Principals are required to notify the superintendent and law enforcement if any person is believed to have committed first, second, or third degree sexual assault or deviant sexual assault against a pupil or school employee while on school property, on a school bus, or while involved in a school activity. The principal must also report possession of a controlled substance or a weapon by people in violation of school policy. A teacher must immediately report to the principal knowledge of an assault or possession of a weapon or controlled substance. This section grants good-faith civil immunity for school employees providing information to law enforcement. Refusal by school officials relating to their reporting requirements under this section and Section 160.261.RSMo. is defined as a misdemeanor punishable by a fine of up to \$500 and imprisonment in a county jail not to exceed one (1) year.

Violence Prevention Programs The Department of Elementary and Secondary Education is authorized to identify programs relating to violence prevention to be administered to the public schools. The State Board of Education is authorized to adopt rules approving such programs. Academic credit may not be offered for participation in these programs. Beginning no later than the 1998-99 school year and thereafter, districts are authorized to administer violence prevention programs for kindergarten through twelfth grade. The Department of Elementary and Secondary Education is authorized to fund programs relating to violence prevention.

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

Alternative Education Suspension or expulsion is stated not to relieve the State or the suspended student's parent or guardian from responsibility to educate the student. Districts are encouraged to provide in-school suspensions or other alternatives to suspensions or expulsions. Districts constituting the domicile for a child for whom alternative education programs are provided shall pay per pupil agencies, not-for-profit organizations or private agencies to provide alternative education.

State School Grants The State Board of Education is authorized to establish grant awards for assistance in providing alternative education. Certain specified programs are to be given preference in evaluating grant applications. Districts are authorized to submit joint applications.

State Board Waivers This section authorizes the State Board of Education to modify or waive any board rule or policy upon receipt and approval of a proposal from a school district. A proposal for a waiver shall demonstrate that the intent of the particular rule can be locally addressed in a more effective, efficient, and economical manner or that the waiver is needed to implement a plan for improved student performance or school improvement. Prior to submitting a waiver application, a school district shall hold a public hearing on the matter. Waivers are limited to a maximum of five school years but may be renewed upon application by the school district. The State Board of Education may not waive any statutory requirement concerning teacher certification or tenure.

Bus Driver Certificates Section 302.272, RSMo. Is amended to eliminate the prohibition on licensing school bus drivers in excess of seventy (70) years of age. Applicants at least 70 years of age must pass an annual medical examination and annual renewal of bus driver permits. Drivers who have pled guilty or been found guilty of specified crimes are subject to certificate revocation. Current law would require a conviction prior to

revocation. The list of crimes upon which revocation can be based is expanded to include violation of drug regulation, endangerment of a child and felony or misdemeanor weapon offenses. The Missouri Highway Patrol is authorized to obtain a Federal Bureau of Investigation criminal record for the purpose of checking and clearing applicants.

Other Provision

- The State Board of Education is authorized to adopt a policy relating to the expungement of disciplinary records.
- The crime of assault while on school property is defined and classified as a Class D felony.
- Authorizes school districts to offer training to students in the administration of cardiopulmonary resuscitation and other life saving methods.
- Authorizes a local board of education to permit self-administration of medication by use of a metered dose inhaler.
- Authorizes a court to order children adjudicated for nonviolent crimes to participate in a jobs program and to order restitution of damage or loss caused by the offense.
- Districts are authorized to offer a "motivated" section in a class where multiple sections are offered. Possessions of substances used to manufacture Methamphetamine or related substances is made a Class D felony. Restrictions are placed on the marketing, selling, distribution, advertising or labeling of drug products containing ephedrine or related drugs, and violation of a Class D felony.
- Damage to any motor vehicle owned, operated or leased under contract by a school district or private school for the transportation of school children is added to the crime of institutional vandalism.
- The crime of making a false bomb report is changed from a Class A misdemeanor to a Class D felony.

PUBLIC NOTICE

IDEA PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, 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. The Palmyra R-I School 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/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.

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

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

The Palmyra R-I School District 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 during normal business hours at the Palmyra R-I Superintendent of Schools Office, 1703 South Main, Palmyra, MO 63461.

504 PUBLIC NOTICE

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

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

The Palmyra R-I School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed in the Superintendent's Office during normal working hours. The person in this district who is responsible for assuring that the district complies with Section 504 is Kinsey Cissna, PO Box 151, Palmyra, MO 63461, phone 573-769-2067.

Native Language Translation Options: All information/notices sent to parents and shared with the general public is available to be translated into a native language upon request. If necessary such information/notices will be made available for translation into other modes of communication such as Braille or ASL upon individual request. In the rare instance a native language is not available in written format of communication; such information will be translated orally.

Revised: July, 2015 Handbook Updated 07/08/15

NONDISCRIMINATION AND ANTI-HARASSMENT

A. Anti-Discrimination Law Compliance

As a political subdivision, employer, recipient of federal funds and educational institution, the Board of Education is prohibited from, and hereby declares a policy against, engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, religion, sex, national origin, ancestry, disability, age or use of leave protected by the Family and Medical Leave Act, in its programs, activities and with regard to employment. The Board is an equal opportunity employer.

Marital, maternal or paternal status shall not affect the rights and privileges of district students to receive an education. Those students are eligible to participate in all activities and receive all honors the same as any other students enrolled in the school district.

B. Collateral Prohibitions

As part of this obligation, the Board is also prohibited from, and declares a policy against:

1. Retaliatory actions based on making complaints of prohibited discrimination or participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination.
2. Aiding, abetting, inciting, compelling or coercing discrimination: and
3. Discrimination against any person because of such person's association with a person protected from discrimination due to one or more of the above-stated characteristics.

C. Compliance Officer Appointment

To ensure that these obligations are met, the Board designates the following individual to act as the district's nondiscrimination laws compliance coordinator, who shall also be the appointee for all laws specifically mandating such an appointment, and who shall have the duty of keeping the superintendent informed of the state of compliance with this policy district wide:

Special Programs Coordinator
1703 S. Main, Palmyra, MO 63461
(573) 769-2067

D. Reporting and Complaint

Complaints and reports regarding discharge of the duties summarized in this policy should be addressed to the compliance coordinator. Any employee of the district or member of the Board of Education who becomes apprised of a possible violation of this policy must report the matter to the coordinator. In the event the compliance coordinator is the subject of a report that would otherwise be made to the compliance coordinator, reports should instead be directed to: Superintendent, 1703 S. Main, Palmyra, MO 63461, (573)-769-2066/ (573)-769-4218 (fax) who will assume the coordinator's duties for the purpose of that complaint.

E. Grievance Procedure and Resolution of Complaints

The administration will establish an effective grievance procedure and take any other actions necessary to carry out this policy, with due regard for the substantive and procedural rights of all parties concerned.

F. Confidentiality and Records

To the extent permitted by law, any public record held by this school district that is generated or received pursuant to this policy shall be closed and available only to the Board acting as a quorum, a committee appointed by the Board to carry out this policy on a permanent or ad hoc basis, the compliance coordinator and other administrators whose duties require access to the record in order to carry out this policy. Such persons may share access, on an individual basis, to such records with complainants or participants in a grievance or other resolution; only to the extent such disclosure promotes the purposes of this policy and is not prohibited by FERPA or any other law. Certain other limited disclosures may be required when material in the records is integral to an action affecting a constitutionally recognized property or liberty interest.

G. Public Notice and Dissemination

A copy of this policy will be posted in a public area of each building used for instruction and/or administrative offices. A copy of this policy will also be distributed annually to employees, parents or guardians, and students. The administration is directed to further publicize this policy and provide for such training or instruction as necessary to ensure district wide compliance with anti-discrimination laws, including instruction recognizing behavior indicative of a violation of policy.

H. Limitations

Nothing in this policy shall be construed as creating a cause of action. Neither the proscriptions of, nor actions taken under this policy shall on that basis stop the Board from fully arguing for or against the existence of any fact and the scope or meaning of any law in any forum.

EDUCATING MISSOURI'S HOMELESS CHILDREN

The McKinney-Vento Act, part of the No Child Left Behind Act of 2001, guarantees **homeless children** and youth an education equal to what they would receive if not **homeless**.

Who is **Homeless**?

According to the McKinney-Vento Act, **homeless children** and youth include individuals who lack a fixed, regular and adequate nighttime residence. This includes the following situations:

- Sharing the housing of others (known as doubling-up) due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster-care placement
- Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

The McKinney-Vento Act also recognizes unaccompanied youth who are **homeless**. According to the act, an unaccompanied youth is a youth not in the physical custody of a parent or legal guardian.

Which School Can a **Homeless** Child Attend?

There are two choices for a student in a **homeless** situation — the school of origin and the school of residency. The school of origin is the school the child attended when permanently housed or the school in which the child was last enrolled. The school of residency is the school serving the area where the child or youth is currently physically dwelling. When determining the school of best interest, a **homeless** child or youth should remain in the school of origin (to the extent feasible) unless doing so is contrary to the wishes of the parent or guardian or to the wishes of the unaccompanied youth.

Enrollment

The McKinney-Vento Act requires the immediate enrollment of **homeless children** and youth. These **children** must be allowed to attend school even if they are unable to produce previous academic records, immunization and medical records, proof of residency, birth certificates, or other documentation that is usually required.

Transportation

School districts must provide transportation for **homeless children** and youth to the school of best interest. Districts must also provide transportation during the resolution of any pending disputes. While disputes over enrollment, school placement or transportation arrangements are being resolved, students must be transported to the school of choice of the parent or unaccompanied youth.

The **Homeless** Coordinator

A school district's **homeless** coordinator plays a vital role in ensuring that **children** and youth experiencing homelessness enroll and succeed in school. The McKinney-Vento Act requires that every school district appoint a **homeless** coordinator who serves as the link between **homeless** families and school staff, district personnel, shelter workers and social-service providers. Call Mr. Larry Seago, Homeless Coordinator at 573/769-2067.

Grants and Resources

P.O. Box 480 • Jefferson City, MO 65102-0480

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay **Missouri** 800-735-2966. DESE 3255-30 Rev 11/10

STANDARD COMPLAINT RESOLUTION PROCEDURE FOR IMPROVING AMERICA'S SCHOOL ACT PROGRAMS <https://dese.mo.gov/media/pdf/essa-complaint-procedures>

Palmyra R-I School District

This complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education. 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 person directly involved with an 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 (see Board Policy File: KL, Public Complaints):

The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved by addressing them at the level where the concern originated through communication with the appropriate staff members. The administration has developed procedures for addressing those issues, copies of which are available at each building (*Policy KL-AP noted below). Any concern regarding federal programs administered by the Missouri Department of Elementary and Secondary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law.

If a complaint has been made and appealed in accordance with administrative procedures, the parent/guardian or member of the public may appeal the issue to the Board by submitting a written request to the superintendent or the secretary of the Board. The Board will address the complaint in an appropriate and timely manner.

*Policy Procedures KL-AP: The following steps are proper procedures to be followed by parents/guardians or the public when questions or complaints arise regarding the operation of the school district or federal programs administered by the Department of Elementary and Secondary Education (DESE) that cannot be addressed through other established procedures.

1. Complaints on behalf of individual students should first be addressed to the teacher or employee involved.
2. Unsettled matters from (1) above, or problems and questions concerning individual schools, should be presented in writing to the principal of the school.
3. Unsettled matters from (2) above, or problems and questions concerning the school district, should be presented in writing to the superintendent.
4. If the matter cannot be settled satisfactorily by the superintendent, it may be brought to the Board of Education. Written comments submitted to the superintendent or the secretary of the Board will be brought to the attention of the entire Board. The Board is not obligated to address a complaint. If the Board decides to hear the issue, the Board's decision is final. Otherwise, the superintendent's decision on the issue is final.

The decision of the Board shall be final except in the case of complaints concerning the administration of federal programs. In that case the complainant may go to the appropriate section of DESE and from there on to the United States Secretary of Education.

The board considers it the obligation of the professional and support staff of the district to field the questions of parents/guardians or the public. Accordingly, the district will inform patrons of this complaint procedure and its availability."

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS (IGBC)

The Palmyra R-I School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - a. Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - b. Providing access to educational resources for parents/families to use together with their children.
 - c. Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.

3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

Title I Program Parent Involvement

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Parent Notification

Parents/guardians with students attending Palmyra Elementary School may request information regarding whether the student's teacher is certificated to each in the grade levels and subject areas in which the teacher provides instruction; whether the student's teacher is teaching under emergency or other provisional certification status; and whether the student is provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

If a student attends a Title I school that receives Title I funds, and has been assigned to or taught for four or more consecutive weeks by a teacher who is not certified at that grade level and subject area in which the teacher provides instruction, the district will provide timely notification to the student's parents/guardians.

Policy Evaluation

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

SCHOOL-PARENT-STUDENT COMPACT for 2023-2024

Palmyra Elementary School and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school, staff, parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities

Palmyra Elementary School and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows--
 1. Retain highly qualified principals and teachers,
 2. Provide instruction, materials, and high quality professional development which incorporates the latest research, and
 3. Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to—
 1. Discuss the child's progress/grades during the first quarter,
 2. Discuss this compact as it relates to the child's achievement, and
 3. Examine the child's achievement and any pending options during the first and third quarter.
- Provide parents with frequent reports on their child's progress as follows—
 1. Standards-based quarterly grade card that provides specific information regarding their child's current learning with the Missouri Learning Standards.
 2. Mid-quarter progress reports providing feedback regarding child's current progress
- Be accessible to parents through—
 1. Phone calls or person-to person meetings,
 2. Scheduled consultation before, during, or after school, and
 3. Schedule school or home visits.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe activities as follows—
 1. Assist with holiday programs, parties, or field trips,
 2. Help with classroom projects or prepare instructional materials,
 3. Listen to children read.

Parent/Legal Guardian Responsibilities

I, as a parent/legal guardian, will support my child's learning in the following ways:

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Given the opportunity, volunteer at school.
4. Be aware of my child's extracurricular time and activities.
5. Stay informed about my child's education by reading all communications from the school and respond appropriately.
6. Support their learning by practicing new learning at home such as practicing knowledge of math facts and frequently used words.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will practice my PAWS: Practice Safety, Accept Responsibility, Welcome Kindness, and Show Respect.

TO: PALMYRA R-1 PARENTS/GUARDIANS

FROM: JASON HARPER, SUPERINTENDENT

SUBJECT: FEDERAL FUNDING COMPLIANCE

Palmyra R-I is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

- Whether 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 I.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 I.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.

Additional Requirements

In order to meet guidelines of the Missouri School Improvement Plan, our district is required to make all parents/guardians aware of the district's complaint resolution procedure which follows.

Palmyra R-1 School District is an equal opportunity employer.

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

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 is 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. 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.