

Salisbury Elementary

Handbook



Where The Panthers Get Their Start!
2023-2024

**Thank you for taking the time to become familiar with the
Salisbury Elementary Handbook.**

**The handbook will serve as a guide for success while you
are a part of the Salisbury Elementary team.**

**In the handbook you will find:
Mission & Vision Statement
List of board members, faculty & staff
Important Numbers
Elementary School Song
Parent Involvement Opportunities
Attendance, Arrival & Dismissal Procedures
Building & Discipline Procedures
Special Education Services
District Policies**

**The Salisbury Board of Education Policy
determines all procedures and decisions.
It is available to the public on the school website at
www.salisbury.k12.mo.us**



Salisbury R-IV Mission Statement

The Salisbury School District will educate and inspire students to achieve individual success.

EDUCATE

INSPIRE

ACHIEVE

Salisbury Elementary Vision Statement

At the Salisbury Elementary, we have a partnership between administration, staff, students, parents and the community with a vision of:

- A school with high expectations for staff and students in all aspects of learning.
- A school that provides a firm foundation in basic skills, uses technology to promote lifelong learning, and enables students to become productive members of society.
- A school that fosters a collaborative environment that is conducive to developing student progress.
- A school climate that is safe, positive, and promotes learning.
- A school environment where students learn and practice the qualities of good character and believe effort and work result in success.

**At Salisbury Elementary, we celebrate success
and serve as a source of community pride.**

SALISBURY ELEMENTARY FACULTY & STAFF

Jared Wallace Superintendent

Sherry McFadden
Kindergarten
Alicia Littleton
Kindergarten
Lisa Howard
1st Grade
Sidney Cook
1st Grade
Kara Buffington
2nd Grade
Erin Schreiner
2nd Grade
Abby Roach
3rd Grade
Elizabeth Erickson
3rd Grade
Kelsey Bertsch
4-6 ELA
Chad Erickson
4-6 Social Studies
Patricia Carpenter
4-6 Math
Hannah Kite
4-6 Math
Abby Corbin
4-6 Science
Jill Ratliff
4-6 ELA

Deanne Fessler
Librarian
Christina Ball
School Counselor
Sheila Ames
Art
Dane Brooks
Physical Education
Janelle Ricketts
Title I Specialist
Amber King
Title I Specialist
Jeri Marek
Special Ed. Director
Ann Dotson
Special Education
Sandra Wales
Special Education
Alyssa Kothe
Special Education
Michael Williams
Music
Crystal Slivinski
Music
Ramona Kothe
PAT
Michelle Schiltz
Nurse

Robin Gebhardt Principal

Jacquelyn Pegelow
SpEd Paraprofessional
Valerie Nauwerth
SpEd Paraprofessional
Gretchen Atkinson
SpEd Paraprofessional
Gina Bearden
SpEd Paraprofessional
Angela Stapleton
SpEd Paraprofessional
Anne Fitzgerald
Cook
Candy Stallo
Cook
Jannelle Weston
Cook
Rick Conway
Maintenance
Marcia Fessler
Custodian
Rick Summerville
Custodian
Brooke Sellers
Food Services Dir.
Katelyn Harmon
Secretary
Lyndsay Moore
Nurse

NON-DISCRIMINATION POLICY

Salisbury Public Schools do not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. If you have any questions regarding compliance with TITLE VI, TITLE IX or section 504, please contact:
Superintendent, 1000 South Maple, Salisbury, MO 65281. Phone (660) 388-6699.

Important Phone Numbers:

Elementary Office
660-388-6611

Elementary Fax Number
660-388-6752

JH/HS Office
660-388-6442

Central Office
660-388-6699

Transportation Department
660-388-5965

Athletic Office
660-388-6586



Elementary School Song

*Here's to our Salisbury Grade School. Where the Panthers
get their start. Every grade here has spirit.*

We have spirit in our heart.

We will learn and work together.

On this you can be sold!

We are proud to be the future of the purple and the gold.

former Elementary Principal

Words by Renee` Henke,



PARENTAL INVOLVEMENT

Welcome to the team! The education of our children is a joint effort between the parent/guardian, the staff, administration, and local school board of Salisbury R-IV. Salisbury Elementary is committed to offering students a learning environment that stimulates intellectual curiosity and enables students to become productive and effective citizens. Our school is a place where everyone has an equal opportunity to succeed and make a difference. We highly value the contributions and partnerships each person makes as we come together to promote and celebrate the learning of every child.

Listed below are some of the ways parents/guardians can support and encourage their child's education.

PARENT-TEACHER CONFERENCES

Parent-Teachers Conferences will be held at the end of the first quarter, and attendance is highly encouraged. The SES staff are always willing to visit with parents/guardians concerning student performance, and encourage all parents/guardians to communicate concerns as soon as possible.



VISITORS TO SCHOOL

We ask that students not bring visitors with them to school. Parents are always welcome, but for the safety and protection of all students, visitors who come to the elementary school must sign in at the principal's office and get a visitor's tag.

PTO

PTO is a volunteer parent organization which provides information about school programs to parents and helps provide financial support to the school. There are no dues for this organization. Financial support is acquired through a yearly fundraiser and proceeds are used to support teacher requested programs and equipment. In the past, fundraiser proceeds have allowed students to attend concerts/plays, enjoy educational assemblies, and have provided new computers for each classroom. Bi-annually the PTO also hosts a school-wide carnival and book fair. Please consider becoming a part of this supportive organization by following them on Facebook.



CONCERTS/ FINE ARTS EXTRAVAGANZA

Throughout the year each elementary student will have the opportunity to participate in at least one music concert. All parents/guardians are encouraged to support these concerts through attendance.



VOLUNTEERS

Throughout the year assistance from volunteers may be needed by staff of the elementary school. Examples of needs may include book repair, spelling bee judges, readers, playground maintenance, etc. If you are willing to be contacted to volunteer please leave your name with the school secretary.

ATTENDANCE

SCHOOL HOURS 8:10 a.m. – 3:09 p.m.

Students should not arrive at school before 7:50 a.m. This is for safety purposes! Staff members will not be available for supervision prior to 7:50. Please respect this request for the safety of your child.

TARDIES

All students arriving after 8:10 a.m. are to check in at the office before continuing to class. Since school is a child's place of business, we strongly encourage the habit of punctuality and regular attendance. Habitual tardiness will be considered cause for disciplinary action by the school and may include a report to juvenile authorities.

ARRIVAL/DISMISSAL PROCEDURES:



Bus Drop-Off and Pick-Up:

Bus Riders are dropped off and picked up at the east side of the elementary building on Hutchinson Street. Hutchinson St. is a southern bound one-way

street from Sixth St. to Hwy. PP.

Walkers/Bike Riders:

Arrival: Walkers may enter the building and bike riders should use the bike racks at the west side of the building and enter from the front door.



Dismissal: For their safety, these students will be dismissed from the building last. **Parents who walk to pick up their child should meet them by the flagpole.**

Parent Drop-Off: Sixth Street running in front of the school is an eastward bound One-Way Street with visitor parking areas marked in specific areas.

Please avoid parking in the Fire/Emergency No Parking Zone.



The canopied load zone is used for both parent drop-off and pick-up, **NO parking and getting out of vehicles will be allowed in the loading zone & emergency zone.**

At NO time should any child get in the car with an adult they do not have permission to ride with! Personally loading vehicles will hopefully eliminate this problem. **PLEASE NEVER BLOCK HWY. 129 OR CUT IN LINE WITH THOSE WAITING ON THE WEST SIDE OF THE HWY.**

ALL PROCEDURES WILL BE ENFORCED BY SCHOOL OFFICIALS AND LAW ENFORCEMENT. STUDENT SAFETY IS OUR FIRST PRIORITY!!!

DISMISSAL OF STUDENTS

The parent or designated person must come to the office and sign the child out of school in order for the child to be released early. The school reserves the right to refuse to dismiss a student to any person who cannot provide adequate identification. **After 3:00 pm all students must be dismissed using the standard dismissal procedure guidelines, not from the office.**

CHANGES IN PROCEDURE

If a student is to ride a different bus, go to a different address, or have someone different pick him/her up at school, please send a note to school or call the office **BEFORE 2:30 pm** to inform us of the change.

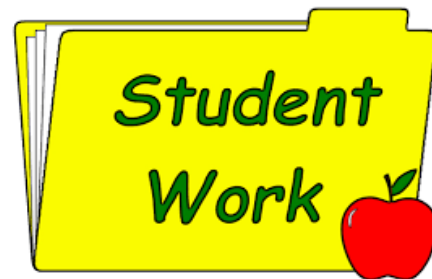
ABSENCES

An excess of eight (8) absences per semester per class can result in being contacted by the Juvenile Office. We are directed by the Juvenile Office of Chariton County to send a monthly attendance report to their office. If you are contacted by the Juvenile Office regarding your child's absences or tardiness, it is because of their judge-ordered policy. We cannot stress enough the importance of each student being in school every day. **Students arriving late or leaving early are to be signed in by a guardian in the Elementary Office.** We will mail a letter when your child has missed 7+ days of school in a semester.

When a student returns after being absent, **the student must bring a note of explanation for the absence when he/she returns to school.** Parents are encouraged to send documentation from a doctor or dentist when their child misses school. These will be kept in the student's file for future reference.

MAKE-UP WORK

- Parents requesting make-up assignments to be sent home the same day their child is ill should make this request as early on the day of absence as possible.
- If another student is to take make-up assignments home to a student, they should tell the teacher early that morning and pick it up when the teacher designates.
- **Obtaining make-up assignments is the responsibility of the student. ALL make-up work should be completed within two days of returning to school.**
- If a student is given an in-school suspension, that student will be provided their homework and given credit for completion of that homework for that day or days. If a student is given an out-of-school suspension, the student will receive zero credit for that day or days.



HOMEWORK

Homework is an extension of the learning taking place in school, and can provide practice that reinforces classroom learning and opportunities for independent study, research, and creative thinking. Parents/Guardians can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed.

MISSING/LATE ASSIGNMENTS

K-4th grade students will complete missing assignments during recess. More than 3 missing assignments at one time will result in an office referral.

5th-6th grade students are expected to complete missing assignments on their own time outside of school, with the following consequences for late work:

1 day late- 75% as highest score possible

2+ days late- 60% as highest score possible

3+ incomplete assignments =

1 after school detention

*****Assignments must be submitted prior to the end of the quarter to receive any credit.**



GRADE REPORTING

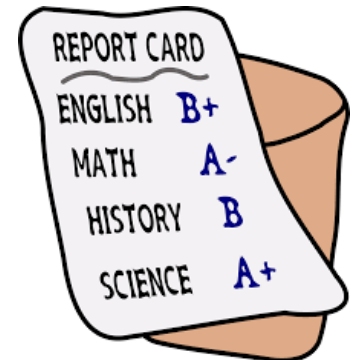
Report cards are sent out eight times a year (4 midterms + 4 quarter reports) to communicate student success. The dates for these reports are on the district calendar, which can be found on the district website. Students will be expected to master grade-level objectives.

GRADING SYSTEM

K-2nd grade reports will be standards-based with a 4-point grading scale.

3rd-6th grade reports will be grade-based using the following scale:

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



WITHDRAWALS

Parents of children who are leaving the school district should notify the school office a few days in advance, if possible. All fees and charges must be paid and all library books and texts must be returned. The school will complete a transfer form with academic information provided by the teacher.

PROMOTION AND RETENTION OF STUDENTS

A student's achievement of grade level skills and his readiness for work at the next grade level will be required before he is assigned to the higher grade. Those students who have mastered the appropriate skills will be promoted and those who have not will be retained. The classroom teacher recommends the promotion or retention of students. The principal will render final decisions regarding promotion or retention of students.



HONOR ROLL (3rd – 6th grade only)

Starting in 3rd grade, students who earn all B's and/or A's in ALL classes are eligible for the SES Honor Roll. Each quarter these students will be recognized for their hard work and determination. They are asked to model student leadership and to encourage their peers to also strive for academic excellence.

ASSESSMENTS

An annual District Scorecard is available for public viewing on the district website by first selecting the Menu button, and then scrolling down to the District Testing section. The website address is: www.salisbury.k12.mo.us

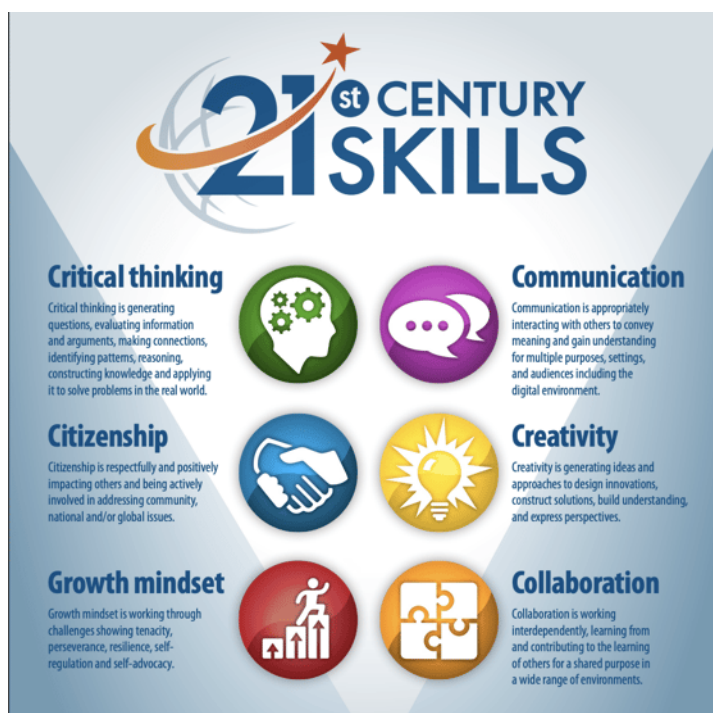
Along with the annual state assessment for grades 3–6, a **K–6 universal screener** is used for instructional decisions. This universal screener is an initial, brief assessment which focuses on critical reading skills and is predictive of future reading growth and development. Salisbury Elementary uses i-Ready as its universal screener, and all kindergarten students are screened the first few weeks of school with the KEA – Kindergarten Entry Assessment tool.

MISSOURI LEARNING STANDARDS

The Salisbury R–IV School District follows the Missouri Learning Standards for all subjects including Math, English Language Arts (ELA),

Science and Social Studies. These standards are important to:

- Provide common expectations for all students, including clear and consistent learning goals for all students grades K–12.
- Create a system of accountability and areas for improvement
- Align instructional materials, resources and strategies between grade–levels



Salisbury R–IV teachers use the standards to guide their instruction and ensure that students are making progress towards mastery of essential skills.

TIERS OF INSTRUCTION

Salisbury Elementary uses a tiered system of support to meet the individual needs of all students, otherwise known as Response to Intervention (see Salisbury Elementary RtI Plan & Salisbury R–IV District Literacy Plan both available on the district website).



CLASSROOM PARTIES

The major classroom parties held celebrate Halloween (no masks or makeup), Christmas (there will be no student gift exchanges in school), Valentine's Day, and Easter. Check with your child's teacher to see how, if any assistance is needed. Each teacher has their own policy for handling classroom parties. Please refer to individual classroom handbooks for more information.

STUDENT BIRTHDAYS

Students may bring purchased birthday treats that follow the nutrition guide included in this handbook and on our website to share with their classmates. Classwide snacks must be prepared at a health inspected facility (bakery, grocery store, etc.) **Invitations to personal parties may not be given out at school.**



SNACK/TREAT POLICY

It is the policy of the Salisbury School District that all foods and beverages made available on campus during the school day are consistent with the Missouri Eat Smart nutrition guidelines. The Salisbury School District has created procedures that address all foods available to students throughout the school day in the following areas:

National School Lunch Program and School Breakfast Program meals, Vending Machines, Classroom parties, celebrations, fundraisers, rewards and school events, or snacks served in after-school programs. All classroom rewards, classroom parties, and celebrations must be in compliance with USDA regulations and cannot be "foods of minimal nutritional value."

Items that **cannot** be sold, given to, or brought by students during the school day include: soda, energy drinks, popsicles, chewing gum, hard candy, jellies and gums, candy bars, spun candy, candy coated popcorn, marshmallow candies, **principal can make** fondant (candy corn and soft mints), licorice, donuts, and suckers of any kind. **The building exceptions to this rule.**



Snacks will meet the calories will come from butters; not more than for fruit (without sugar added), 100% juice and milk.

All snacks and treats are to be purchased commercially, either prepackaged or from a bakery. Do not open packages. These snacks include special treats for birthdays, holidays or any other time of the year for all grade levels and classrooms.



SCHOOL BREAKFAST & LUNCH

The school breakfast & lunch menu, along with pricing is available on the district website when you click on the “DINING” button. Free & Reduced Lunch forms should be completed annually by all families. Student food service bills will be sent home quarterly, and can be viewed at all times online. Payments should be sent to the Salisbury Elementary office, with checks made out to Salisbury R-IV.

LUNCH AND BREAKFAST PROGRAM

DISTRICT WELLNESS PROGRAM

The primary goals of the Salisbury School District wellness program are to promote student health, reduce student overweight/obesity, facilitate student learning of lifelong healthy habits and increase student achievement. The following procedures will guide the implementation of the district wellness program. The Salisbury School District designates the following nutrition guidelines, based on the Missouri Eat Smart Nutrition Guidelines, for foods and beverages served during the school day:

SCHOOL MEALS

BREAKFAST

At least 50% of cereals offered contain: no more than 35% of weight from sugar per serving.

Foods containing whole grains are offered 1 day a week

Fresh, canned, dried or frozen fruits and vegetables are offered at least 3 days a week.

At least one of the following will be offered daily: Low fat (1%, 1/2%) or skim (non-fat) milk.

LUNCH

A main dish with total fat equal to or less than 16 grams per serving is offered at least 3 times a week.

Dark green or orange vegetables or fruits are offered 1 time a week.

Fresh fruits or raw vegetables are offered 1 to 3 times a week.

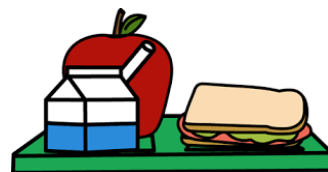
A food item containing whole grains is offered at least 1 time a week.

At least one of the following will be offered daily: Low fat (1%, 1/2%) or skim/nonfat milk.

In accordance with the district’s policy, the lunches are closed lunches, meaning no students will go home or elsewhere for their lunch time. [Milk does cost for students who bring their lunch, but wish to have milk. This includes students who are a part of the Free or Reduced Meal Program.](#)

Breakfast will be served in the lunchroom from 7:50 until 8:10 each morning. Extra time for breakfast will be provided for students on late arriving buses.

No soda will be allowed in the lunchroom by students. We encourage children to drink milk, water, or other beverages of nutritional value.



CHANGE OF ADDRESS/TELEPHONE

Please notify the school immediately if you have a change of address or telephone number during the school year, so our records will be accurate.



SEVERE WEATHER ANNOUNCEMENTS

All severe weather announcements will be shared via text to parents.

In addition...

SCHOOL CLOSING

Severe weather may cause the closing of school. In such instances, the closing will be announced on facebook, Salisbury School app, radio stations KWIX/KRES (104.7 FM), KIRK (99.9FM), KMZU/KAOL/KRLI in Carrollton, and the TV station KOMU-TV (Channel 8, Columbia). The decision to close school will be made prior to 6 A.M. if possible, so that reports can be aired between 6 A.M. and 7:30 A.M. If the weather becomes threatening after 6 A.M. an announcement will air on the radio and be sent out by text message. In cases of threatening weather, continue to listen to the radio. Early dismissals will be announced as soon as a decision is made.

EARLY DISMISSAL

Due to inclement weather, it is sometimes necessary to dismiss school early. Should this occur, announcements will be made on facebook, Salisbury School app, radio stations KWIX/KRES (104.7 FM), KIRK (99.9 FM), KMZU/KAOL/KRLI in Carrollton, and the TV station KOMU-TV (Channel 8, Columbia) to notify parents as quickly as possible of the early dismissal. PLEASE DO NOT CALL THE SCHOOL OR ASK YOUR CHILD TO CALL HOME as we need to keep our phone lines available for emergency purposes.

Attendance matters! This does not mean sick students should come to school, but in-seat instruction is key to student growth.



Please help your child find the balance.

Sickness checklist:

- ☐ Coughing?
- ☐ Running a fever?
- ☐ Vomiting or Diarrhea?
- ☐ Experiencing flu-like symptoms?
- ☐ Sore throat?
- ☐ Trouble breathing?
- ☐ Loss of taste or smell?

If your child is suffering from any of these symptoms, talk to a medical professional & stay home from school! **Students must be FEVER FREE for 24 hours without medicine in order to return to school.**

ACCIDENTS OR ILLNESS

In the event of a minor injury or illness the school will administer first aid. In the interest of school-parent relations, the school will contact the parent or guardian if the situation warrants it. If the parent cannot be reached, the school will contact the alternate provided on the health form. It is extremely important that this information be kept current by parents.

If a child requires medical attention, the parent or guardian will be notified immediately by the school. The parent will be asked to call a physician or accept the services of the physician selected by the school. In the event that a delay is judged to be potentially detrimental to the child's health or welfare and if a parent or guardian cannot be reached, a physician will be called to render treatment. If, in the judgment of the school, an injury or illness is serious enough to require hospitalization, the child will be transported immediately.

No sick or injured child will be transported to his home alone or with another pupil. In all cases a responsible adult will accompany the child.

HEALTH FORMS

Any medical issues or health forms must be given to the school nurse. If you have questions, please call (660) 388-6611.

ADMINISTERING MEDICINES TO STUDENTS

Students will not be permitted to take medication while at school unless by specific written request of the parent or guardian and under the written instructions of the student's physician.

Prescription medicines to be administered to students must be in the original container from the pharmacy with a note to school personnel and directions for that student's medication schedule. Parents may sign a waiver allowing the school nurse to administer district provided over the counter medications as needed such as Tylenol and ibuprofen.



PEDICULOSIS (HEAD LICE) POLICY

In keeping with the Salisbury R-IV School District's policy on avoiding the unnecessary exclusion of students from school, the district will not exclude otherwise healthy students from school due to nit infestations. Students with head lice infestations will be excluded from school only to the minimum extent necessary for treatment. To avoid the unnecessary exclusion of students from school, the administration will follow board policy JHC-AP2.1A.

In cases of previous or repeated parent failure to meet the requirements of this policy or other requirements imposed by the superintendent or superintendent's designee, the superintendent or designee may impose additional verification or other requirements necessary to carry out the purposes of this policy, including verification by health authorities, and will refer parents to social service agencies or law enforcement authorities.

The Missouri Department of Health states that even with a no nit policy, a child should not miss more than one or two days because of treatment for head lice. In the event a student is absent for more than one week because of lice infestations, the County Juvenile Office and Division of Family Services will be notified.



STUDENT DRESS

No dress code can possibly cover all eventualities, and it should be understood that it is the intention of this code to discourage any extreme and severe fashions which may be disruptive to the educational process. Therefore, the building principal will weigh all factors and use his or her professional judgment regarding decisions of proper dress. If you have any questions about the type of dress you are going to wear, it would always be best to check with the building principal. All students are encouraged to use good judgment in the selection and care of all clothing worn to school and to all extra-curricular activities. Students should be dressed and groomed in a manner that is in keeping with community attitudes and expectations.

- Shorts may be worn, but must be at fingertip length when students' arms are at their sides.
- Leggings, jeggings, tights, spandex, or any other extra tight fitting pants/shorts may only be worn under another lower-body item such as a skirt, dress, jeans, or long shirt.
- Shirts and blouses are to be worn as the manufacturer designed them. The chest and entire torso must be covered. Bare midriffs will not be allowed. The shirt and shorts/pants must overlap.
- No see-through blouses, halter tops, backless tops, strapless tops or midriffs are allowed without a tank top underneath. Absolutely no undergarments/sports bras shall be showing or seen through clothing.
- Holes above the knee on any type of pants cannot show skin. Any large hole in a top or bottom will be subject to the Principal's discretion.
- Students must wear shoes.
- Caps, Do-Rags, Wave Caps, hats, bandannas, stocking caps, or sunglasses are not to be worn during the school day. These are to be stored in your locker until you go home. If they are worn during the school day, they may be taken away. Students wearing hoodies should not have hoods up in the building.
- Students are not allowed to wear clothing advertising or promoting alcohol, drugs, or tobacco products.
- Students are not allowed to wear clothing displaying profane and/or obscene language or symbols.
- No chains are to be worn on or around clothes.
- Students cannot wear patches, pins or clothing that has writing, drawing, or emblems that are obscene, inappropriate, or otherwise distracting in school.

CARE OF SCHOOL PROPERTY

All textbooks and library books are the property of the Salisbury Public School District. These materials are on loan to children for their use during the school year. Books that are lost or damaged must be paid for by the child who is responsible for their care.

Fines for damaged or lost books will be assessed according to the following schedule: A new book.100% of cost price

A 1-year old book 75% of cost price

A 2-year old book 50% of cost price

A 3-year old book 25% of cost price



LIBRARY INFORMATION

Students may check out books during their weekly check-out time or when their teachers permit them to come to the library. Kindergarten through Second Grade may check out one book at a time. Third through Sixth Grade may check-out up to two books a day and have up to four books checked out at a time. Students may be charged for unreturned or destroyed books.

COMPUTER USAGE/INTERNET

We are pleased to offer students of Salisbury R-IV School access to the district computer network for the Internet. To gain access to the internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the building principal. Students 18 and over may sign their own forms. Classroom teachers will send permission forms home the first week of school. These forms will contain more Internet information. The Salisbury R-IV uses a Proxy-Server to restrict access to inappropriate sites.

ITEMS TO BE LEFT AT HOME

All pets – animals on the playground or in the building are a potential danger and must not come onto school grounds without special permission from the principal.

Technology (Ipods, tablets, SMART watches etc.)

Knives and other sharp objects, guns (including toy guns), bullets, baseballs, matches and lighters.

Sports equipment for recess use. Balls, jump ropes, rackets, etc. will be provided by the school for recess.

Money in large amounts. Send only what a child needs for the day.

Valuables of any kind.

Any items brought to school by students are subject to be taken by teachers/staff if a problem arises with these items. Anything brought to school is done so at the risk of being broken or missing. The school district is NOT responsible for such items.



CELL PHONES

Cell phones are not to be used during the school day. Use includes, but is not limited to; texting, picture taking, video taking, looking at, touching, talking on the phone, or ringing or vibrating of the phone. Parents are asked to refrain from calling or texting their child during the school day. If you need to reach your student please call the office and leave a message.

1st offense

Warning, Confiscation or ASD

2nd offense

Confiscation, Parent Notification, ISS

3rd offense

Confiscation, Parent Notification, 3-10 days ISS or 1-180 days out-of-school suspension

Salisbury Elementary School Wide Discipline Plan

HISTORY:

In the Fall of 2014 the School Wide Team met and discussed the need for a consistent set of expectations throughout the entire K-6 building. As a team they created a list of expectations for most of the building. These expectations were then briefly shared with students during the first week of school and some expectations were hung throughout the building. In the Fall of 2015 teachers began recognizing the need for consistent expectations and reinforcement. Throughout the year, the School Wide Team investigated various behavior and character building programs. In the Spring of 2016, the School Wide Team met with RPDC team members to develop a plan specific to our building. The plan was approved by the district in the Spring of 2016 and implemented in the Fall of 2017. Reviewed the Spring of 2018.

PURPOSE:

Dealing with disruptive behavior has become one of the most pressing issues in schools across the nation. Educators know of the well-established relationship between weak academic achievement and poor social adjustment. The faculty of Salisbury Elementary is committed to developing a school environment which is both preventative and instructional when it comes to dealing with disruptive behavior. The desire is to not only monitor behavior within the building, but to build lifetime character and decision making skills within our students.

Discipline = Instruction that corrects, molds or perfects character and develops self-control.

GOAL:

All Salisbury Elementary students will leave the building fulfilling their PANTHER PRIDE.

DISCIPLINARY PROCESS:

Rules & Expectations:

At all times Salisbury Elementary staff and students are expected to be:

*Safe *Respectful *Responsible *Showing PANTHER PRIDE

Staff will model, monitor and reinforce these four rules at all times. Students will be taught how these rules look and sound in all school settings, including in the classroom, hallway, cafeteria, playground, bathroom and on the bus. Teachers will dedicate time to teaching the appropriate behaviors the first few weeks of school, with a review session in January.

The Salisbury R-IV School District stresses the importance of character education in and out of the classroom. We strive to emphasize the importance of good character through PRIDE Time lessons and classroom reinforcements, as well as through the completion of service projects throughout the year. To help students become the next generation of families, leaders, business owners and residents of our great community, we encourage them to display PANTHER PRIDE by exhibiting the following character traits:

Problem Solver

Responsible

Attentive

Passion

Noteworthy

Respect

Thoughtful

Integrity

Hardworking

Determination

Encouraging

Excellence



Salisbury Elementary School-Wide Behavior Matrix

Problem Solver Attentive Noteworthy Thoughtful Hardworking Encouraging

Responsible Passion Responsibility Integrity Determination Excellence

Our classrooms show SAFETY, RESPECTFULNESS, RESPONSIBILITY, and our PANTHER PRIDE.

Voice Levels: 0 = No Talking, 1 = Whisper, 2 = Inside Voice, 3 = Outside Voice

* **Keep Hands Feet and All Other Objects To Yourself***

SSS = Short, Straight & Silent

The Salisbury Elementary School-Wide Behavior Matrix will be used to clearly define for students what are expected behaviors. The matrix will be the guide for meeting the PANTHER PRIDE expectations, which lead to Safe, Respectful and Responsible behavior. Administration, faculty, staff and students should follow this matrix at all times.

| | | | | |
|---------------------------------------|---|--|--|--|
| Hallway/Stairs | <ul style="list-style-type: none"> ★ Walk in an SSS line. ★ Keep a reasonable distance between self and others | <ul style="list-style-type: none"> ★ Walk quietly so others can continue learning ★ Stay on the right side of the hall/stairs ★ Silent stair steps ★ Voice level 0-1 | <ul style="list-style-type: none"> ★ Walk in an SSS line ★ Stay on the right side of the hallway | <ul style="list-style-type: none"> ★ Walk in an SSS line. ★ Carry items appropriately ★ Be considerate at the water fountain/ waiting in line ★ Return to class promptly |
| Courtyard | <ul style="list-style-type: none"> ★ Keep rocks/ items on ground ★ Walk and sit appropriately | <ul style="list-style-type: none"> ★ Respect plants/animals. ★ Respect classroom privacy and learning | <ul style="list-style-type: none"> ★ Use appropriate voice level for the activity ★ Listen and follow directions. | <ul style="list-style-type: none"> ★ Enjoy the area as a peaceful, learning environment |
| Office/Nurse | <ul style="list-style-type: none"> ★ Stay in front of the desk or in the chair ★ Do not open front doors for visitors | <ul style="list-style-type: none"> ★ Wait patiently ★ Tell the purpose for visit | <ul style="list-style-type: none"> ★ Have permission to be there ★ Return to class promptly | <ul style="list-style-type: none"> ★ Be a PANTHER |
| Off Campus Events/ Field Trips | <ul style="list-style-type: none"> ★ Stay with group in designated areas | <ul style="list-style-type: none"> ★ Be attentive and polite ★ Respect property ★ Listen and follow directions ★ Use appropriate voice level for the situation | <ul style="list-style-type: none"> ★ Dress appropriately | <ul style="list-style-type: none"> ★ Enjoy the area as a learning environment ★ Show PANTHER PRIDE |
| Bus | <ul style="list-style-type: none"> ★ No eating or drinking ★ Stay seated ★ Listen to the bus driver ★ Wait for the bus in the safe location ★ Keeps hands and objects inside bus, and out of aisle | <ul style="list-style-type: none"> ★ Voice level 0-2 ★ Stay seated in one place until exiting ★ Respect personal space and property of others | <ul style="list-style-type: none"> ★ Follow directions ★ Voice level 0-2 ★ Take all belongings when exiting ★ Be ready to get on and off the bus ★ School rules apply | <ul style="list-style-type: none"> ★ Understand and practice all bus expectations ★ KHFAOOTY |
| Dismissal | <ul style="list-style-type: none"> ★ Walk at all times ★ Walk on the right side of the hallway | <ul style="list-style-type: none"> ★ Voice level 0-1 ★ Listen for announcements ★ Stay out of teachers' rooms without permission | <ul style="list-style-type: none"> ★ Keep backpack closed and still ★ Follow instructions ★ Keep all belongings together | <ul style="list-style-type: none"> ★ KHFAOOTY |

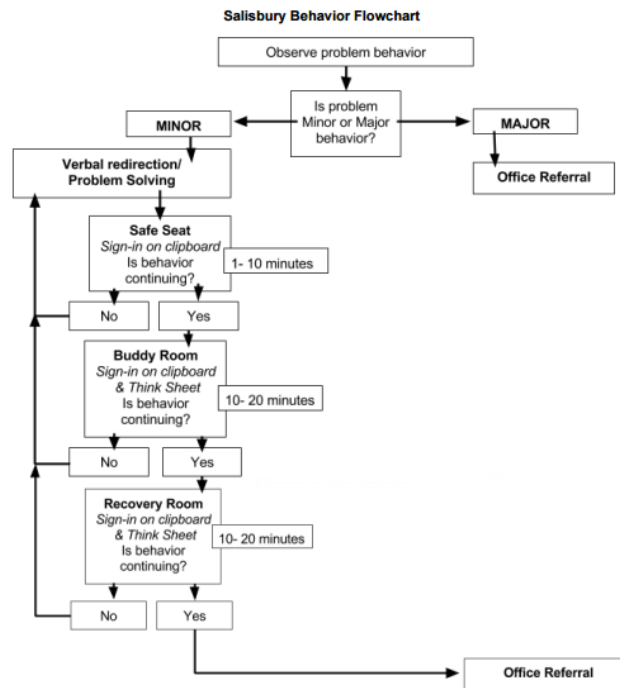
| | I Am Safe | I Am Respectful | I Am Responsible | I Show My Panther PRIDE |
|-----------------------------|---|---|---|---|
| All Settings | <ul style="list-style-type: none"> ★ Sharpen the Saw ★ KHFAOOTY* ★ Stay in designated areas ★ Pay attention/ be alert ★ Report unsafe situations ★ Dress appropriately for daily activities ★ All lines should be SSS ★ Do not open ANY outside doors | <ul style="list-style-type: none"> ★ Seek First to Understand then to be Understood ★ KHFAOOTY* ★ Listen and follow directions the first time ★ Respect the personal space and property of others ★ Use kind words and manners | <ul style="list-style-type: none"> ★ Be Proactive ★ Begin with the End in Mind ★ KHFAOOTY* ★ Stay in personal space ★ Accept outcomes of behavior ★ Keep track of belongings ★ Be honest | <ul style="list-style-type: none"> ★ Think Win-Win ★ Synergize ★ Find Your Voice ★ KHFAOOTY* ★ Always do my best work ★ Take care of classroom materials ★ Complete and turn in homework ★ Include others ★ Keep my school clean |
| Classrooms/ Specials | <ul style="list-style-type: none"> ★ KHFAOOTY* ★ Sit in appropriate place and in appropriate manner ★ Respect the personal space of others ★ Use technology safely and for learning | <ul style="list-style-type: none"> ★ Stay in personal space ★ Be honest ★ Take care of myself ★ Listen while others are speaking ★ Choose my words thoughtfully ★ Voice levels 0-2 | <ul style="list-style-type: none"> ★ Turn in completed assignments on time ★ Stay in area until given permission to leave ★ Bring needed materials to class ★ Take care of classroom technology | <ul style="list-style-type: none"> ★ Be prepared ★ Make good choices ★ Keep workspace clean and return all materials used |
| Cafeteria | <ul style="list-style-type: none"> ★ Report spills ★ Follow dismissal expectations | <ul style="list-style-type: none"> ★ KHFAOOTY* ★ Voice levels 0-1 ★ Use kind words and actions ★ Be considerate of others | <ul style="list-style-type: none"> ★ Keep space and table clean ★ Place trash in trash cans | <ul style="list-style-type: none"> ★ Use proper manners ★ Be polite ★ Use "please" and "thank you" |
| Bathrooms | <ul style="list-style-type: none"> ★ Report problems to teacher | <ul style="list-style-type: none"> ★ Respect other people's privacy | <ul style="list-style-type: none"> ★ Use facilities appropriately | <ul style="list-style-type: none"> ★ Use time wisely and return to instruction |
| Playground | <ul style="list-style-type: none"> ★ Keep rocks, sticks and tire chips on the ground ★ Use equipment properly ★ Stay within our boundaries ★ Stay where a teacher can see at all times ★ Use equipment appropriately | <ul style="list-style-type: none"> ★ Show good sportsmanship ★ Respect adult supervisors ★ Exit and enter the building quietly - no talking or bouncing balls | <ul style="list-style-type: none"> ★ Place equipment in grade level tub ★ Listen and look for signals (whistles/ bells) ★ Line up quickly and quietly | <ul style="list-style-type: none"> ★ Include others in play ★ Take care of school and others' equipment |
| Assemblies | <ul style="list-style-type: none"> ★ Enter and exit in SSS line | <ul style="list-style-type: none"> ★ Keep eyes on speaker ★ Raise your hand and wait to be called on at appropriate times | <ul style="list-style-type: none"> ★ Be attentive ★ Sit quietly criss-cross on your pockets ★ Applaud with appreciation ★ Be courteous and polite | <ul style="list-style-type: none"> ★ Smile ★ Participate appropriately ★ Be a PANTHER |

Consequences:

REGULAR CLASSROOM:

The following flow chart will be used to assist students in managing their behaviors within the regular classroom. This system is based upon the goal of teaching Salisbury Elementary students to make appropriate choices at all times. It is a training tool, rather than a punishment.

Salisbury Elementary Behavior Management Flow Chart



Safe Seat – located in the student’s current classroom. May be viewed as a “think space”.

Buddy Room – predetermined classroom/teacher for students to be sent to as a “time out”. (This step will not be used by Specials class teachers.)

Recovery Room – located at an available location for “cooling off”.

Office Referral – consequences to be determined by board policy.

SPECIALS CLASSROOM:

Specials such as Art, Music, PE, Library and Pride Time will operate using a plus & minus system. If a student receives a 5th minus within the same month they will be given a discipline referral and sent to the office. Administration will contact parents by letter and the student will lose specials’ privileges for the next two days. Students will only be allowed to lose one minus per day in specials. If after the minus their behavior does not improve, they will be sent to the Recovery Room for the rest of that day’s specials’ class period. Students with exceptional behavior during Specials will be awarded a plus. Regular classroom teachers will routinely provide extra incentives for students earning pluses.

Major and Minor Behaviors

Major Behaviors (Automatic Office Referral)

Technology Violation (Inappropriate Content)

Assault

Verbally Abusive

Drugs

Fighting

Harassment/ Bullying

Threat

Violent Act

Weapon

Danger to Self

Defacing School Property

Public Display of Affection

Theft

Cheating or Academic Dishonesty

Repeated Minor Behaviors

Minor Behaviors (See Behavior Flow Chart)

Technology Violation

Defiance

Disruptive Speech/Conduct

Demeaning Language

Inappropriate Language

Food Violation

Public Display of Affection

Sleeping in Class

Unprepared for Class (Incomplete Homework)

Incomplete Work

Excessive Talking

****Minor behaviors that occur regularly will result in a referral.**



Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

| | |
|---------------------|--|
| First Offense: | No credit for the work, grade reduction, or replacement assignment. |
| Subsequent Offense: | No credit for the work, grade reduction, course failure, or removal from extracurricular activities. |

Arson – Starting or attempting to start a fire, or causing or attempting to cause an explosion.

| | |
|---------------------|---|
| First Offense: | Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. Restitution if appropriate. |

Assault

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

| | |
|----------------|------------|
| First Offense: | Expulsion. |
|----------------|------------|

Bullying and Cyberbullying (see Board policy JFCF) – Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written or electronic communication including name-calling, put-downs, extortion, or threats; threats of reprisal or retaliation for reporting such acts. Cyberbullying is a form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

| | |
|---------------------|--|
| First Offense: | Detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

Dishonesty – Any act of lying, whether verbal or written, including forgery.

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|---------------------|--|
| First Offense: | Nullification of forged document. Principal/Student conference, detention, or in-school suspension. |
| Subsequent Offense: | Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension. |

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension. |
| Subsequent Offense: | Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Drugs/Alcohol (see Board policies JFCH and JHCD)

1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

| | |
|---------------------|--|
| First Offense: | In-school suspension or 1-180 days out-of-school suspension. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

2. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

| | |
|---------------------|--|
| First Offense: | In-school suspension or 1-180 days out-of-school suspension. |
| Subsequent Offense: | 11-180 days out-of-school suspension or expulsion. |

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

| | |
|---------------------|--|
| First Offense: | 1-180 days out-of-school suspension or expulsion. |
| Subsequent Offense: | 11-180 days out-of-school suspension or expulsion. |

Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension. |
| Subsequent Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences –

Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

| | |
|---------------------|--|
| First Offense: | Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled. |
| Subsequent Offense: | Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled. |

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

| | |
|---------------------|--|
| First Offense: | Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

| | |
|---------------------|--|
| First Offense: | Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, loss of privileges, detention, or in-school suspension. |
| Subsequent Offense: | Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension. |

Harassment, including Sexual Harassment (see Board policy AC)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

| | |
|---------------------|--|
| First Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

Incendiary Devices or Fireworks – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.

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|----------------|--|
| First Offense: | Confiscation. Warning, principal/student conference, detention, or in-school suspension. |
|----------------|--|

| | |
|---------------------|---|
| Subsequent Offense: | Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension. |
|---------------------|---|

Nuisance Items – Possession or use of toys, games and other portable media players that are not authorized for educational purposes.

| | |
|---------------------|---|
| First Offense: | Confiscation. Warning, principal/student conference, detention, or in-school suspension. |
| Subsequent Offense: | Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension. |

Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, or in-school suspension. |
| Subsequent Offense: | Detention, in-school suspension, or 1-10 days out-of-school suspension. |

Sexing and/or Possession of Sexually Explicit, Vulgar or Violent Material – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

| | |
|---------------------|---|
| First Offense: | Confiscation. Principal/Student conference, detention, or in-school suspension. |
| Subsequent Offense: | Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Sexual Activity – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

| | |
|---------------------|--|
| First Offense: | Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP)

1. Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

| | |
|---------------------|---|
| First Offense: | Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension. |
| Subsequent Offense: | Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion. |

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic devices during the regular school day, class change time, meal times, or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

| | |
|---------------------|---|
| First Offense: | Confiscation, principal/student conference, detention, or in-school suspension. |
| Subsequent Offense: | Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |

3. violations of Board policy EHB and procedure EHB-AP other than those listed in (1) or (2) above.

| | |
|---------------------|--|
| First Offense: | Restitution. Principal/Student conference, detention, or in-school suspension. |
| Subsequent Offense: | Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion. |

4. Use of audio or visual recording equipment in violation of Board policy KKB.

| | |
|----------------|---|
| First Offense: | Confiscation. Principal/Student conference, detention, or in-school suspension. |
|----------------|---|

| | |
|---------------------|---|
| Subsequent Offense: | Confiscation. Principal/student conference, detention, in-school suspension, or 1-10 days out-of-school suspension. |
|---------------------|---|

Theft – Theft, attempted theft or knowing possession of stolen property.

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|---------------------|---|
| First Offense: | Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | Return of or restitution for property. 1-180 days out-of-school suspension or expulsion. |

Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Tobacco

1. Possession of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches and other medications used in tobacco cessation program may only be used in accordance with district policy JHCD.

| | |
|---------------------|--|
| First Offense: | Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension. |
| Subsequent Offense: | Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension. |

2. Use of any tobacco products on district property, district transportation or at any district activity.

| | |
|----------------|---|
| First Offense: | Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension. |
|----------------|---|

| | |
|---------------------|--|
| Subsequent Offense: | Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension. |
|---------------------|--|

Truancy or Tardiness (see Board policy JED and procedures JED-API and JED-AP2) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

| | |
|---------------------|---|
| First Offense: | Principal/Student conference, detention, or 1-3 days in-school suspension. |
| Subsequent Offense: | Detention or 3-10 days in-school suspension, and removal from extracurricular activities. |

Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

| | |
|---------------------|--|
| First Offense: | Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

| | |
|---------------------|--|
| First Offense: | Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion. |

Weapons (see Board policy JFCJ)

1. Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.

| | |
|---------------------|--|
| First Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

| | |
|---------------------|--|
| First Offense: | One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent. |
| Subsequent Offense: | Expulsion. |

3. Possession or use of ammunition or a component of a weapon.

| | |
|---------------------|--|
| First Offense: | In-school suspension, 1-180 days out-of-school suspension, or expulsion. |
| Subsequent Offense: | 1-180 days out-of-school suspension or expulsion. |

*Any offense which constitutes a “serious violation of the district’s discipline policy” as defined in Board Policy JGF will be documented in the student’s discipline record.



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PLAYGROUND RULES

1. Respect and observe playground boundaries. East and west boundaries are extensions of both black tops.
2. Stay where a teacher can see you at all times.
3. Obey all supervisors on the playground.
4. Don't pick up, throw, or kick tire chips.
5. Benches are for sitting only.
6. Please leave the trees alone.
7. If a ball goes in the road ask a teacher for permission before going to get it.
8. Get equipment before going to recess and return it to its proper place.
9. One person per swing. No jumping from swings.
10. Use the steps to get to the top of the slide. Go down feet first.
11. Ball and jump rope games on the blacktop or grassy areas only, with the exception of the Four Square Mat.
12. No inappropriate climbing or toys on the equipment.

BUS CONDUCT RULES

1. Keep the noise level to a minimum. Talk to those in your seat.
2. There should be no fighting at the bus stop or on the bus.
3. Students should wait until the bus is stopped to stand up to unload.

Students need to be aware of where they are so they do not delay the bus at stops.

4. Students are to listen to the bus driver at all times.
5. There should be no obscene language, gestures, remarks or signs when getting on, being on, or getting off the bus.
6. No items should be thrown inside the bus, outside the bus, or at the bus.
7. There is to be no use of tobacco products on the bus.
8. The bus should be left in the condition you found it. No destruction of property.
9. All body parts must stay inside the bus at all times.
10. Students should stay seated at all times. No seat jumping.
11. Students are expected to behave the same as they would at school for their teacher.
12. There is to be no illegal use or possession of a controlled substance on the bus.
13. Students should behave so that the bus driver is able to get all students to school and home safely.

Students are expected to adhere to these rules of conduct. A student may be suspended from transportation and/or school as a result of misconduct on the bus. This action can only be taken by the principal. The student will be permitted to ride the bus until his/her parents have been notified of the suspension.

During the suspension of bus privileges, it shall be the parents or guardians responsibility to provide the student's transportation to and from school. Suspension of bus privileges does not provide for an excused absence.



SPECIAL EDUCATION SERVICES

Each child with a disability who resides within the Salisbury R-IV School District, including those who attend private or parochial schools, are provided a free and appropriate public education. The Salisbury R-IV School District is in compliance with IDEA, Individuals with Disabilities Education Act. In some cases the district may provide services in a program outside of the district. Salisbury R-IV Schools are also required to maintain a census of all individuals with handicaps under the age of twenty-one (21) who reside within the district. The public is asked to assist the district with this census by providing the following information: the child's name and date of birth, the name and address of the child's parent/guardian, the handicapping condition(s) of the child and services presently being provided to the child. Should you know of a child eligible for inclusion on the census, and the child is not attending school (*preschool or post-school age*), please contact: *Mrs. Jeri Marek, Special Education Director* (660) 388-6699.



DISCIPLINE OF STUDENTS WITH DISABILITIES

A student with a disability is a student identified as a "child with a disability" under the eligibility criteria of state regulations implementing the Individuals with Disabilities

Education Act (IDEA) as amended, or as a person with a qualifying disability for the purpose of Title II of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

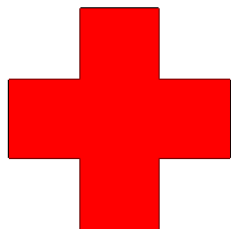
The district does not believe in a double standard for intentional misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities who violate the school district's discipline code will be disciplined in accordance with the district's normal discipline code, subject to the modifications of the normal discipline implementation process mandated by law. It is expressly this district's policy that it will use the full scope of authority available under law in applying its regular disciplinary code to all students. All students, including those with disabilities, may be referred for law enforcement action when their conduct warrants the referral.

SCHOOLWIDE TITLE I

Title I services are available for grade levels K-6. Title I programs are federally supported and their purpose in the elementary school is to extend and reinforce the regular school program. Diagnostic test scores and teacher recommendation are used to determine which students are eligible for Title instruction. Title instruction reinforces classroom learning in specific areas of need in a small group setting.

GIFTED PROGRAM

The gifted program is for grades 3-6, where students have the opportunity to work with other gifted students, and receive extra enrichment. Students must meet three of the four evaluation criteria. Questions should be directed to the gifted instructor or the elementary principal.



EMERGENCY PROCEDURES FOR PARENTS OR GUARDIANS

The Salisbury Elementary has a crisis plan staff and students will follow in the case of an emergency. Both city and state officials are aware of the plan. In the case of an emergency please do not call the school as phone lines need to be kept open for emergencies. Messages will be broadcast over radio. (KWIX/KRES – 104.7 FM, KIRK – 99.9 FM, KMZU/KAOL/KRLI in Carrollton, and the TV station KOMU-TV – Channel 8 in Columbia) Unless parents/guardians are notified by radio or phone, please plan to follow routine dismissal procedures.

INFORMATIONAL GUIDE TO PARENTS OF SALISBURY R-IV SCHOOL DISTRICT RESPONSE TO CHEMICAL, BIOLOGICAL, OR RADIOLOGICAL ATTACKS

Since 9/11 of 2001, our country has been developing a response to the potential use of terrorist weapons. Although we hope that a terrorist incident will never reach the Salisbury School District, we are actively involved with planning for such a possibility, in cooperation with other community organizations. These plans are required preparation as called for in the nationwide Homeland Security response program and are designed to protect your children to the greatest possible degree.

Three types of weapons systems, radiological, chemical and biological, are of importance in our planning. Should an event occur within a school building, please be assured that health care, police and fire personnel will be responding to work with the faculty, staff and administration of the school. Your

understanding and complete cooperation will greatly assist us in protecting your children.

As you may imagine, different incidents require different responses and we are prepared for all types of incidents. Radiological and chemical incidents will require the rapid evacuation of the building and this will be accomplished quickly. If transportation of students is required, school buses will be available for their transfer to another location.

Biological incidents will require a lock-down of the school building involved until health department personnel can determine who, if anyone may leave the building. Should students need to remain in the building, be assured their protection, nourishment and comfort will be provided. In the event that a lock-down must occur, be aware that police and others will secure the building and grounds and a health department quarantine will be enforced.

If medical personnel determine that your children require emergency treatment, it will be provided. If protective immunizations are required, you will be informed before such treatment is begun and you will have the option of determining if the immunizations are to be given. Health department personnel will be available to inform you of the benefits and dangers involved with immunizations.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

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

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

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

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

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

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

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

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

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

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

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

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

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

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

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

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

The Salisbury School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The **Salisbury R-4 School District** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The **Salisbury R-4 School District** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The **Salisbury R-4 School District** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement.

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

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

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

THE SALISBURY R-4 SCHOOL DISTRICT PPRA POLICY

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the **Salisbury R-4 School District** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screening.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the **Salisbury R-4 School District** will provide parents, within a reasonable period of time prior to the administration of the surveys and activities notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Consent (for ED funded, protected information surveys only): A parent must sign and return the attached consent form so that your child may participate in this survey.

1. Flu shots
2. Student-based commercial services
3. Correction of personal information beyond designated directory information

Family Engagement Policy

The Salisbury R-IV 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 Engagement 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:
 - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - ▶ Providing access to educational resources for parents/families to use together with their children.
 - ▶ 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.

The district and parents of children participating in the Title I program will jointly develop and agree upon a written **parent engagement 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 of 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.

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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.

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.

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

Our district is required to inform you of certain information that you, according to The No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

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

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

In addition to the information that parents may request, districts must provide to each individual parent –

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Federal Programs

Parents/Guardians Right to Know

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide you in a timely manner, the following information:

- Whether your student's teacher has met State qualifications 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 the State qualifications or licensing 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 a paraprofessional 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 the 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.

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), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17 2

In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C) Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

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

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed? Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.