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STUDENT
HANDBOOK

Schedules

Grading

Safety

Health

and more

*Wilder
Elementary,
Mansfield*

Student Handbook

*Laura Ingalls Wilder
Elementary School
Mansfield, Missouri*

Gina Adams, Principal
417-924-3289

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INTRODUCTIONS

Mansfield Educational Philosophy

The faculty and staff of Laura Ingalls Wilder Elementary School subscribe to the philosophy that all children can learn and achieve mastery of essential grade level skills, regardless of their previous academic performance, family background, socio-economic status, race or gender.

We believe that our school's purpose is to develop the student's ability to read, write, speak and spell intelligently and to foster an environment in which students are accepted and respected as worthy individuals by adults, peers and self.

We believe in promoting proper conduct and in providing citizenship experiences necessary for students to function in a free, democratic society.

We believe teachers should use strategies, including basic and alternative methods, which will assure that the educational needs, aptitudes and interests of all students are met.

We believe that scholastic performance and the development of positive growth in social/emotional behaviors and attitudes are responsibilities shared by the home and school.

We accept the challenge to teach all students and are committed to providing an excellent program of instruction in each area and at every grade level so that our students attain their maximum intellectual potential, understand and appreciate the importance of learning as a life-long process, and develop the ability to apply knowledge in everyday living.

Message from the Principal

Dear Elementary Student,

We are happy to have you as a valuable member of the student body at Laura Ingalls Wilder Elementary. This handbook is a guide to the general rules and regulations of our school. By reading this handbook carefully, you should be able to understand what is expected of you as a student. I hope you will use it to your benefit, and I encourage you to share this information with your family. Feel free to contact your teacher or myself if you have any questions about the material in this handbook. Remember that your cooperation will go a long way in determining how well you perform academically in school. Help us work with you to make this a rewarding and enjoyable school year.

Educationally yours,

Mrs. Adams

School Pledge

As a Mansfield Elementary School student, I feel good about myself, care about others, and respect the rights and property of everyone. I know I am responsible for my actions and I show this through my school work and my relationship with those around me. I enjoy learning. I follow the rules of my classroom and school, and am successful because I always try to do my best.

2016-2017 SCHOOL CALENDAR

- **August 8**
Faculty/Staff in-service
- **August 9**
Faculty/Staff in-service
- **August 10**
Faculty/Staff in-service
- **August 11**
First day of classes
- **September 5**
No school - Labor Day
- **October 7**
First quarter ends
- **October 18 and 20**
Parent/Teacher Conferences
3:30-5:30
- **October 21**
No School
- **November 21 – 25**
No School–Thanksgiving break
- **December 21**
Second quarter ends.
Dismiss at 1:00
- **December 22 – Jan. 3**
No school - Christmas Break
- **January 4**
Classes resume.
Start of 3rd Quarter
- **January 16**
No school - Martin Luther King
Day. Make-up day #1
- **February 16**
Parent-teacher conferences 2-6.
Students dismiss 1:00
- **February 17**
No School
- **February 20**
No School – President’s Day.
Make-up day #2
- **March 3**
Third quarter ends.
- **March 10**
No school – Teacher PD Day
- **March 24**
No school.
- **March 27**
No school. Make-up day #3
- **April 14**
No school. Good Friday
- **April 21**
No school
- **April 24**
No school
- **May 10**
Last Day of School -
Dismiss at 1:00

Tardiness Policy

Students in grades K-5 are expected to arrive at school by the 8:30 a.m. bell. Students arriving after this time are considered tardy. Continuous late arrival in the morning may result in lowered academic achievement due to missed instruction time. Students who are repeatedly tardy may face disciplinary action from the teacher and or the principal.

Elementary Time Schedule

- 7:45 The building opens.
- 7:50 Breakfast begins.
- 8:00 All teachers in supervision area.
 Students enter their classroom area.
- 8:25 Breakfast over.
- 8:30 Students are expected to be in their room.
- 8:30-3:25 Regular subject periods, special classes, lunch, recess, restroom breaks.
- 3:25 Students riding buses are dismissed from school.
- 3:35 Students not riding buses are dismissed.
- 3:40 Teachers are dismissed.

***Note:** The arrangement of subject periods will vary according to the class level. The teacher will explain the daily time schedule during the first week of school. A copy of the schedule will be posted in the student's room.*

FACULTY & STAFF

<u>STAFF MEMBER</u>	<u>POSITION</u>	<u>STAFF MEMBER</u>	<u>POSITION</u>
Gina Adams	Principal	Tara Dennis	Librarian
Kelley Jones	Kindergarten	Sarah Thompson	Title I/Computer Lab
Wendy Langley	Kindergarten	Jana McConnell	Title I
Patti Miller	Kindergarten	Janet Mitchell	Title I
Christy Cannon	First Grade	Amy Rhodes	Title I
Edwina Carnal	First Grade	Cheri Rummens	Title I Preschool
Carrie Keith	First Grade	Jena Coberly	Speech
Shelly Barnett	Second Grade	Melissa Massey	Special Education
Jamie Moore	Second Grade	Jaimie Smith	Special Education
Jaci Engel	Third Grade	Tracy Collins	Sp. Educ. Director/PAT
Erin Greene	Third Grade	Becky Moody	Sp. Educ. Assistant
Stephanie Lansdown	Third Grade	Sheryl Aspegren	Counselor
Tammy Bennett	Fourth Grade	Teresa Jarrett	Secretary
Rochelle Brazeal	Fourth Grade	Jennifer Morris	School Nurse
Denise Lathrom	Fourth Grade	Chanda Box	Nurse's Aide
Klaron Cogdill	Fifth Grade	Danae Bogart	Title I Aide
Cindy Delcour	Fifth Grade	Barb Williams	Title I Aide
Jodie Sell	Fifth Grade	Tracy Dixon	Teacher Aide
Brenda Miller	Instructional Coach	Carrie Williams	Teacher Aide
Mindy Lemons	Physical Education	Cindy Sanders	Custodian
Cody Shelton	Physical Education	Daisy Young	Custodian
Tim Falch	Music	Natasha Young	Custodian

REGULATIONS

Dress and Appearance

Students should take pride in their personal appearance. All students are expected to dress and groom themselves neatly in clothing that is suitable for school activities.

- Students should wear clothes that will not result in embarrassment or cause disruptions in the classroom, such as bare midriff tops or backless tops.
- All students are required to wear shoes, flip flops or sandals.
- Students should not wear clothing that has words, drawings, or emblems that are questionable in nature.
- Students should keep their hair clean and combed.
- Hats, caps, sunglasses, etc. should not be worn inside the building without the approval of the principal.

Admission to School

The Mansfield R-IV Board of Education shall provide free public education to all students who are residents of the school district and who are between the ages of 5 and 21 years and who otherwise qualify for admission under Missouri law unless otherwise required by federal law. Persons seeking admission to the district and its instructional programs must satisfactorily meet all guardianship, residency, academic, age, immunization, discipline and other eligibility prerequisites as established by Board policy and law. Any prospective enrollee must be accompanied by their legal guardian during the enrollment process. Students who are homeless will be admitted in accordance with Board policy and law. Students who transfer to the district from another district will be placed in accordance with an analysis of their transcript, discipline history, and Board policy.

New Student Registration: Please bring the following documents for enrollment: immunization record, proof of residence, and proof of age in the form of a copy of the child's certified birth certificate.

Entrance Age

To enter Title I Preschool, a child must be 4 years old before August 1, in the year entering, and meet the admission criteria. To enter kindergarten, a child must be 5 years old before August 1 in the year entering. To enter first grade, a child must be 6 years old before August 1 in the year entering.

Attendance

Regular attendance is one of the student's most important responsibilities. Poor attendance and poor achievement usually go hand-in-hand. It is important that the student attends school on a consistent basis. Even though it is possible to catch up on missed assignments, it is almost impossible to make up the instruction given by the teacher when a concept is first introduced. Parents or guardians of students who fail to attend school on a regular basis will be contacted by the school staff to determine the cause of the absence. Students may be referred to outside agencies for failure to attend school regularly.

Absences

When a student is absent, parents need to contact the school office to verify the child's absence. Students absent for more than two days in a row should make arrangements to have homework assignments picked up by a member of their family or a classmate. If the students know they will be absent in advance (i.e., family vacation), their parent/guardian should contact the elementary to arrange to get assignments ahead of time. Parent/guardians of students who are absent three or more days in a row without verification will be contacted to find out the reason for the absence.

Make-Up Assignments

Students are responsible for asking their teacher for the assignments they missed while absent. Students will be given two days for each day missed to make up school work. Any work missed while absent, and not turned in to the teacher by the required date, shall be recorded as a zero (F) and averaged in with the regular grades at the end of the quarter.

Visitors

As a general policy, students are not allowed to bring visiting children to school. Visiting adults are always welcome. For the safety of our students, all visitors are required to report to the elementary office and obtain a visitor's pass before going to any classrooms.

Transfer

Students moving to another school district need to turn in all school books and property. Students are responsible for paying all lunch and milk fees and replacing any damaged or lost classroom or library books before their records will be transferred to their next school. A "Student Transfer Report" will be sent with the student to the school in which they are enrolling.

Quarterly Report Cards

Report cards are given to students at the end of each quarter. Letter grades are used to show how students have progressed in grades one through five. Mastery of pre-academic skills is measured in kindergarten.

Grading

Grades are assigned in an attempt to best explain the progress a student is making in the classroom. Grades will be determined through daily seatwork and tests or portfolio assessment, and self-motivated behavior. The following grading system has been adopted for this purpose for grades one through five:

- A - The student is more than meeting the demands of the teacher. Work is on time and of superior quality. The student displays mastery and is a positive influence on the class.
- B - The work is well done and very good in quality. The student demonstrates mastery and is a positive influence on the class.
- C - The required work is completed satisfactorily. The work is handed in on time and is of average quality. The student is showing improvement.
- D - The student is falling below the average expectations of the teacher. The student is exhibiting limited achievement.
- F - The student is performing unsatisfactorily. The work is well below the average expectations of the teacher. The student demonstrates little, if any achievement.

Kindergarten and first grade will use the following system:

- A - Always. The student consistently demonstrates mastery.
- S – Satisfactory. The student is nearing mastery, but is not yet consistent.
- N – Needs Improvement. The student has not demonstrated mastery.

Note: It should be understood that lack of interest, attention, irregular attendance, and behavior are factors which generally influence how a student performs in class.

Grading Scale

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

Mid-Quarter Reports

At mid-quarter, students achieving below average (grade D or F) in one or more of the core subjects (i.e. reading, math, language arts, science, social studies) will be given a "Pupil Progress Report." This report is designed to inform parents of their child's progress in relationship to classroom studies and behavior. Progress Reports will be mailed to the student's home address if deemed appropriate or necessary.

Promotion or Retention

A student's achievement of the basic skills for grade level and his/her readiness for work at the next grade level shall be required before he/she is assigned to a higher grade. Those students who have mastered the appropriate basic skills in reading, math, language arts, science, and social studies for grade level will be promoted. Students who have not mastered the appropriate basic skills for their grade level will be retained. Special education students must be making acceptable progress to be promoted to the next higher grade.

Parent Communications

Students are requested to make sure that all school messages are received by their parents or guardians. It is extremely important that parents/guardians are receiving notes from teachers, school bulletins, testing/ placement information and all other relevant correspondence. Close cooperative relationships with community patrons cannot be achieved without an understanding of school functions, policy and programs. If for any reason parents want to confer with a member of the faculty, the counselor, or the principal, they may call the office at 924-3289 to schedule a conference.

Parent-Teacher Conferences

Parents /guardians are encouraged to schedule a conference with their child's teachers if they are experiencing academic difficulty or other problems in the classroom. Teachers will contact or correspond with the parent/guardian of students that are achieving at a rate which might result in failure, possible placement in special classes, or the need to repeat a grade.

Formal parent/teacher conferences are scheduled as part of the school calendar at the end of the first quarter.

HEALTH & SAFETY

Drills

All students are to follow guidelines governing fire and tornado drills. The student's teacher will provide instructions and explain correct procedure /behavior during these activities. Information about these drills will be posted in every classroom at all times.

Storm Drills

Signal – Long, continuous ring on the intercom system. In case of a power failure, the signal will be given with a whistle.

Once signaled, students will:

1. Walk single file to their correct station.
2. Sit facing the wall.
3. Assume the "duck and cover" position until the all clear is given.
4. Remain quiet so they can hear the directions of their teacher.
5. Upon receiving the all clear, return to their room in a quiet and orderly manner. The all clear direction will be given by the principal either in person or over the intercom. The all clear signal will be three long rings.

The term "duck and cover" describes a crouching position in which the student faces the wall with his head down and covers the back of his head with his hands.

Fire Drills

Signal – Fire alarm or the intercom system or any combination thereof. In case of alarm failure, the signal will be given with a whistle. The signal will remain short, staccato sounds. Upon being signaled, students will:

1. Line up in a quick and orderly manner.
2. Follow their teacher to their designated safe area.
3. Remain quiet so the teacher can make sure all students are present and accounted for, and so that further directions can be heard.
4. Upon receiving the all clear signal, return to their room in a quiet and orderly manner. The all clear direction will be given by the principal either in person or over the intercom. The all clear signal will be three long rings.

Earthquake Drill

- Phase I - Initial Jolt Protection: All students in all classrooms (except the gymnasium) should get underneath the desk and protect their heads. All students should be facing away from windows. This procedure will occur for about the first minute. Students in the gym should try to make their way out of the building as soon as possible, following the instructions of their teacher and using fire drill evacuation routes.
- Phase II - Evacuation of Building: The bell will ring one continuous ring (as in fire drills). Normal building evacuation should follow. If there are any obstacles to the normal fire drill path, the bell will not ring and all students and teachers should stay put until further instructions are given over the intercom or in person.

Safety

Safety is a major concern. The principal and faculty reserve the right to make and enforce any rules and regulations deemed necessary to protect the safety and general welfare of students. Students are required to obey safety rules related to the building and playground, and to follow procedures for drills. Students may be denied participation in school-related activities if a teacher or coach recognizes factors that could endanger the student's health and/or safety.

For security and attendance purposes, parents dropping off or picking up children during school hours should come to the office and not go directly to the classroom, and we will call the students on the intercom. Adults picking up students early must present a photo ID.

It is helpful if your child knows each morning whether you are picking them up or if they need to ride the bus. This eliminates last minute changes. Please send a note to your child's teacher with pick-up instructions, then it won't be necessary to call the office. If the office/teacher has not been notified by a parent of any changes, students will follow their normal routine.

Playground Safety

Students are required to follow safety rules and obey all teachers while on the playground. Students are expected to stay within sight and voice of their supervising teacher. Students are not allowed to climb poles or trees, or to play with, or throw, sticks, rocks or any other sharp objects that might cause harm to fellow students. All students should stay away from the building during recess. Only students who have permission, special medical considerations, or who are being disciplined will be allowed near the building. Ball-related activities requiring large amounts of space (i.e. kickball, soccer, baseball) are to be played on the grass. Scuffling, wrestling, fighting, talking back, using profanity or participating in any act that might cause harm or danger to fellow students is prohibited. Students are not allowed to leave the playground without permission from the supervising teacher (this includes entering the building). Students are to exhibit care and prudence while on the playground. Good judgment and common sense are keys to avoiding situations that might result in injury or disciplinary action. Specific rules will be posted in each classroom.

Health Services

Students who become ill or need medical attention will be sent to the nurse's office. If necessary, the student's parent/guardian will be contacted and transportation home arranged. Ill students will be checked out through the nurse's office. It is extremely important that all students have an emergency number listed with the office so that in the event of sickness or injury parents or guardians can be contacted.

Accidents/Injuries

Any accidents, especially those resulting in an injury, shall be reported immediately to the teacher, coach, school nurse, or the principal. The nurse and/or principal will be responsible for notifying a parent in the event of a serious injury. The teacher in charge shall fill out an accident form within 24 hours of the incident and place the report on the nurse's desk. A copy of the statement will be given to the principal. Prevention is the best policy. Please follow all rules related to safety, use good judgment, and above all be careful.

RULES OF CONDUCT

Good Sportsmanship

Students are encouraged to attend sporting or special events in the high school gymnasium. Students are expected to exhibit good sportsmanship and be courteous while attending these events. Students should remain seated as much as possible and provide an example of pride and respect.

School Conduct

Students are expected to conduct themselves in an orderly fashion, showing respect for school and classroom rules, all teachers, and the rights and property of other students. While in the hall, students should remain as quiet as possible to avoid disturbing the other classrooms. While in the cafeteria, students are to keep the noise at a level such that the supervising teacher can be heard without having to raise his/her voice. Students should understand that special classes (i.e. art, music, physical education) are a continuation of the regular classroom. The teachers of these special classes are to be treated with the same respect and attention as is afforded the homeroom teacher. Positive conduct and behavior is an expectation made of all students. It is the student's responsibility to adhere to the standards set by this school relating to proper conduct and behavior.

Bus Conduct

Students are expected to obey rules of conduct, behave in an orderly fashion, respect the rights and property of fellow students, and follow the directions of the driver while on the bus. A student who receives a "Bus Incident Report" from the bus driver will be subject to disciplinary action from the principal. Students who are written up three times during the school year may be suspended from bus service for one school day. Four times will equal three days suspension, five times will equal five days suspension, six times will equal 10 days suspension, etc.

The student's parent /guardian will be responsible for providing transportation to and from school during the suspension period. Suspension from the bus does not provide for an excused absence. Extreme or severe incidents of misbehavior, posing a threat to the general welfare and safety of students being transported on the bus, will result in the immediate suspension of the offending student's bus riding privileges.

Assemblies

Several times during the year, our school has the opportunity to present special people with unique talents for your education and enjoyment. The individuals conducting these programs are our guests and should always be treated with respect. All students are expected to be attentive, courteous, and on their best behavior during assemblies /special presentations. Students that are disruptive and/or demonstrate bad manners may face disciplinary action including the loss of the privilege of attending assemblies/special presentations.

Field Trips and Parental Consent

Students must have their parent/guardian's approval before they can go with their class on a school-sponsored field trip. Permission forms will be given to students by their classroom teacher. No student will be allowed to go on a school-sponsored trip without parental consent. Accompaniment on field trips not related to a student's respective class (i.e. brother's/sister's field trip) is strongly discouraged. Any student who has received OSS (out-of-school suspension) or three or more days of ISS (in-school suspension) may not be allowed to attend field trips.

Selling at School or Solicitation

Pupils will not be allowed to sell items to members of the instructional staff, support staff or fellow students during school hours. Fundraisers for non-school related organizations/groups are forbidden on campus grounds without permission of the administration. All school-related sale projects must be cleared through the principal's office.

School Property

All desks and other storage areas provided for student use on school grounds remain the property of the school district and are provided for use of students subject to inspection and access for maintenance. Students are responsible for all textbooks and library materials checked out in their name. Students are also liable for all school property they have damaged or destroyed. Students are subject to disciplinary action for the misuse/abuse of school property.

Drugs and Alcohol

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

SPECIAL REGULATIONS

Lunch and Milk Charges

- Breakfast is \$1.00 regular, 30 cents reduced.
- Students are responsible for paying charges in advance on Monday mornings only. Those charges are as follows:
- Lunch \$1.60 regular, 40 cents reduced.
- Snack milk is 35 cents per day and cannot be combined with lunch money. Students in grades three through five will not be allowed to charge milk. Students in kindergarten through second grade may charge up to \$10.00. Milk may be paid in advance.

Classroom Parties and Treats

Elementary classrooms have scheduled parties for fall, Valentine's Day, and Christmas. Teachers may schedule other celebrations on an individual classroom basis for achievement or behavior. Parents should contact the child's teacher if, for religious or personal reasons, they do not want their child to participate. Special arrangements can be made.

Arrangements to provide classroom treats must be made with classroom teachers. Only healthy, store-bought treats are allowed due to health regulations. Some students may have special diet restrictions, so please check with classroom teacher prior to bringing treats.

Computer Lab Rules

Please take care of the computer lab by following these rules:

1. Walk into the room and to your computer.
2. Keep your feet on the floor, off of tables and out of the chairs.
3. Use all equipment properly including headphones, mice, and keyboards.
4. Never restart or turn off your computer without permission or assistance.
5. Do not turn/move the monitors or computers. Doing so can damage wire connections and devices.
6. Work from the websites provided by the teacher. Do not go to other websites without permission.
7. Only use your school Google account and other personal accounts that are created for educational purposes by your teacher. Use computers for school work and follow your teacher's directions.
8. Do not use chat rooms, even those associated with online activities or games.
9. Do not give out personal information such as your name, address, phone number, etc.
10. Do not share your own usernames and passwords with other students.
11. Do not change or damage the computer equipment or programs.
12. Do not download anything from the internet.
13. Do not open, alter, or copy another person's saved work.
14. Only use polite, appropriate language on the internet/computer. If you find inappropriate material online, turn off the monitor and tell the teacher.
15. Please make sure your computer station is organized and neat before leaving. Close and log out of any programs you were using and push in your chair.

Electronic Devices, Telephone Use, and Messages

Electronic devices (cell phones, cameras, iPods, MP3 players, etc.) are banned during the instructional day. Electronic devices will be confiscated and taken to the office. On the first offense, the phone will be sent home with the student at the end of the day. On subsequent offenses, the phone must be picked up in the office by a parent, and appropriate disciplinary action will be taken. Cameras and cell phones are also banned from dressing areas during extra-curricular activities.

The office telephone is available for parents/guardians to contact their students during the school hours for legitimate reasons. Students may not be allowed to leave class to use the telephone. Students may not be called from class to use the telephone unless it is an emergency. Messages may be taken and delivered to students at an appropriate instructional time. If a telephone call must be made by a student, it should only be made in the principal's office.

It is important that arrangements for transportation, and/or where the student is going after school, are made before leaving in the morning for school. Parents must send a note or call the office. Students are responsible for bringing monies and other necessary items (i.e. books, homework) with them to school.

Technology Usage Policy

Parents and students are required to sign this policy before using district technology. A copy of our Technology Usage Policy is located on the district website.

Playground Rules

- Playground equipment should be used only for the purpose it was intended.
- Swings: Sit in swing, swing back and forth only. Do not jump out of swings, do not do flips out of swings, do not twist swings around and spin, do not push other people from the front, do not run under swings, do not hold hands with other swingers, do not grab the feet of people swinging.
- Slides: Sit down, legs flat on slide. Do not swing on bar at top of slide, do not hang legs over the sides, do not make trains on the slide, do not walk or crawl up slides. Go up ladders forward one step at a time.
- Horizontal Ladder: Swing across arm to arm. Do not climb on top of, do not hang on from knees, do not jump off of.
- Miscellaneous: Children should not climb any poles (tether ball, swing set, etc.). No one should go out of sight of the teacher. Children should not play close to the building. Children should not play with sticks or throw rocks.

Non-Discrimination

The Mansfield R-IV Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. Students are enrolled in Laura Ingalls Wilder Elementary School regardless of their race, color, creed, sex, national origin or handicapping condition.

Release of Information

The Mansfield R-IV School District complies with the federal law Family Educational Rights and Privacy Act (FERPA) governing the release of educational records. FERPA allows the District to disclose ‘directory information’ concerning District students to entities that make a request pursuant to the Missouri Sunshine Statute. Directory Information includes the student’s name; name of parents/guardians; address; electronic mail address; telephone numbers; date of birth; grade level; enrollment status; participation in school activities and sports; weight and height of members of athletic teams; dates of attendance, degrees, honors, awards received; artwork or course work displayed by the District; most recent school attended; photographs, videotapes, digital images and recorded sound. A form is available in the elementary office if a parent wants to ensure that directory information is NOT released regarding their child.

Additional Rules

The principal's office reserves the right to take reasonable action concerning the making and administering of rules judged necessary for the safety and welfare of students and the provision of a positive educational environment in this school.

PROMOTION/ RETENTION

Definitions for Promotion or Retention

BASIC SKILLS: Refers to the communication (reading, writing, composition, spelling, speaking), mathematics, science, and social studies skills, at a given grade level, which are absolutely essential to begin functioning at the next level. These skills are presented as instructional objectives and are listed in the elementary school's curriculum guide.

MASTERY: Refers to the act of achieving command of, or grasping, an instructional concept. Mastery is accomplished when a student is able to consistently and correctly demonstrate knowledge of basic grade level skills (i.e. writing, solving, reciting) through questioning, testing, and/or other evaluative means. Basic grade level skills should be mastered before a child is promoted to the next higher grade.

RETENTION: Refers to the act of being retained (repeating a grade). Retention is related to mastery of basic grade level skills. This option will be considered only after a careful review of the student's social, emotional, physical, mental, maturational, and academic development has been made by a committee comprised of members of the professional staff.

PROFESSIONAL STAFF: Refers to the combined certificated faculty of the elementary school (i.e. supervising teachers, principal, special program personnel.)

CORE SUBJECTS: Refers to the subjects of reading, mathematics, language, science and social studies.

LEARNING DISABILITIES / DEFICIENCIES: Refers to learning characteristics (psychological processes) which impair a student's performance to such an extent that the student may need to be serviced by special program personnel. Students may be identified as possessing learning disabilities/deficiencies if one or more of the following criteria are met:

1. The student does not achieve commensurate with his/her age and ability level and has a severe discrepancy between achievement and intellectual ability in one or more of the following areas: a. Oral comprehension; b. Listening comprehension; c. Written expression; d. Basic reading skills; e. Reading comprehension; f. Oral reading fluency; g. Mathematics calculation; and h. Mathematics reasoning.
2. The student obtains achievement scores below the mean of the distribution of achievement scores predicted from intellectual functioning.
3. The student experiences difficulties in learning that cannot be explained by cultural, intellectual, sensory, or other health factors.
4. The student exhibits difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, siblings, and teachers.

Implementation Guidelines

The purpose of this policy on promotion and retention is to assure that every child shall demonstrate mastery of grade level objectives before being promoted to the next higher grade. These objectives are the basic skills necessary to function at each grade level within the framework of the adopted school curriculum.

The philosophy of the district places considerable emphasis upon meeting the needs of each child. Our program of instruction will continue to carry out this emphasis. No child shall be prevented from

attaining mastery of grade level objectives nor shall be denied the right to achieve at their highest potential. The total resources of the elementary school will be viewed in this perspective and be allocated in such a way that these goals have the greatest chance of being realized.

Promotion and Retention Policy

A student's achievement of the basic skills for grade level and his/her readiness for work at the next grade level shall be required before he/she is assigned to a higher grade. Those students who have mastered the appropriate basic skills in language arts, mathematics, science and social studies for grade level will be promoted.

Those students who have not mastered the appropriate basic skills for grade level will be retained unless having otherwise been identified as possessing learning disabilities or other deficiencies requiring special considerations and/or alternative means of instruction

Normally, most children in the elementary school are able to learn and master the basic grade level skills necessary to be promoted annually.

Unfortunately, there are some children who are fully capable of learning the skills taught at each grade level but do not achieve as much as they could for various reasons. Among these are: 1. poor study habits; 2. lack of effort; 3. indifferent attitude; 4. behavior problems; 5. poor attendance; or 6. combinations of these. These children will be held accountable for learning and will be evaluated accordingly.

There are a few children who will find that mastering basic grade level skills is a difficult task and may not be able to do so in the usual year to year time span. These children will be referred to the Teacher Support Team to determine appropriate interventions and/or the need for further referral to the special program personnel for evaluation to determine if they possess learning disabilities or deficiencies.

The total performance of a child in the basic skills areas will be appraised before a child is promoted or retained. A child may be retained at any grade level when the professional staff deems such retention appropriate (generally, retention in the lower grades is more beneficial and acceptable). Retention will be considered only as long as the best interests of the child can be served toward acquiring mastery of basic grade level skills.

In evaluating student achievement, each teacher shall make use of available information, including results of teacher-made tests, other measures of skill and content mastery, standardized-test results, criterion-reference test results, and teacher observation of student performance. The principal shall direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards. The principal shall make the final decision on promotion or retention in accordance with this policy and the administrative rules and procedures developed by the Board of Education.

No student shall be retained more than two years (not consecutive) during his/her experience in grades K through 5.

Retention Criteria

Generally, one or more of the following considerations may lead to the conclusion that a student be retained:

1. A failing grade in two or more of the core subjects (i.e. math, reading, language, science, social studies).
2. The student is working significantly below grade level in reading.
3. The student is working significantly below grade level in math.

4. Failure to complete assigned tasks in a timely manner on a continual basis.
5. Arbitrary and excessive absenteeism (unwarranted absence not related to the sickness or health of the student).

Students determined to have learning disabilities or other deficiencies must be making normal progress as outlined through their I.E.P. to be promoted to the next higher grade.

Determining Retention

The steps outlined below may not always be separate entities nor occur in the exact sequence as shown.

Student progress will be closely monitored. The grade card shall accurately reflect a student's work as outlined by the grading scale used in Wilder Elementary. The following procedure shall be used in determining a student's need for retention.

- A. A mid-quarter progress report will be sent to all students who are experiencing difficulty in mastering grade level objectives. A copy shall be placed in the permanent record of all students who have failed more than two core subjects in any grading period.
- B. At the end of each quarter, the student's mastery of grade level objectives will be evaluated. Classroom performance in each subject will be assessed.
- C. At the completion of the first semester, the classroom teacher will submit a letter to the principal identifying students who are experiencing difficulty in mastering grade level objectives (potential retention candidates). Students in danger of possible retention will be referred to the school counselor and/or special program personnel to determine possible reasons for classroom failure and to develop a means for remediation.
- D. After the student has been evaluated by members of the instructional staff (mid point of the third quarter), a conference with parents or guardians led by the principal and assisted by appropriate personnel will be conducted to present relevant data and to develop procedures to remediate the student's problem(s).
- E. At the mid point of the fourth quarter, the principal will notify in writing parents/guardians of students needing to be retained. A conference will be arranged to discuss grade level assignment for the next school year.
- F. If the parents/guardians do not agree with the recommendation of the principal, they may appeal the decision under the citizens' grievance procedure as outlined in the Board of Education policy book.

READING GOALS

Importance of Reading

Nationwide, reading failure is the overwhelming reason that children are retained, assigned to special education, or given long-term remedial services.

Our goal is to ensure that all children in the Mansfield R-IV School District learn to read well.

The foundation for reading success is formed long before a child reaches first grade. Parents, care providers, and other community members should give children a strong base of language concepts, background knowledge, and a love of books starting at infancy.

Research shows that parent involvement, especially in activities that directly support their children's school success, is correlated with reading achievement.

Parents can do a great deal to build their children's literacy development.

- They can read to children from infancy through the elementary grades.
- They can monitor their children's home reading.
- They can take children to the library and borrow or purchase books.

The Goals

Clear reading goals for the early grades are necessary. The following goals represent the current consensus among leading researchers on the normal course of literary development in young children. Although the timing of these accomplishments will vary from child to child, they are benchmarks the school strives toward.

Kindergarten Reading Goals

- Knows the parts of a book and their functions.
- Begins to track print when listening to a familiar text being read or when re-reading own writing.
- Recognizes and can name all uppercase and lowercase letters.
- Understands that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Learns many, though not all, one-to-one letter-sound correspondences.
- Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are).
- Uses new vocabulary and grammatical constructions in own speech.
- Makes appropriate switches from oral to written language styles.
- Notices when simple sentences fail to make sense.
- Connects information and events in texts to life and life experiences to text.
- Retells, re-enacts, or dramatizes stories or parts of stories.
- Listens attentively to books teacher reads to class.
- Can name some book titles and authors.
- Demonstrates familiarity with a number of types or genres of text (such as storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, and labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.
- Demonstrates understanding that spoken words consist of sequences of phonemes.
- Given spoken sets like "dan, dan, den," can identify the first two as being the same and the third as different.
- Given spoken sets like "dak, pat, zen," can identify the first two as sharing a same sound.
- Given spoken segments, can merge them into a meaningful target word.
- Given a spoken word, can produce another word that rhymes with it.

- Independently writes many uppercase and lowercase letters.
- Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling).
- Writes, unconventionally, to express own meaning.
- Builds a repertoire of some conventionally spelled words.
- Shows awareness of distinction between "kid writing" and conventional orthography.
- Writes own name, first and last, and the first names of some friends or classmates.
- Can write most letters and some words when they are dictated.

Grade One Reading Goals

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade one.
- Accurately decodes orthographically regular, one-syllable words and nonsense words (such as sit, zot), using print-sound mappings to sound out unknown words.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Recognizes common, irregularly spelled words by sight (have, said, where, two).
- Has a reading vocabulary of 300 to 500 sight words and easily sounded-out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Reads and comprehends both fiction and nonfiction that are appropriately designed for the grade level.
- Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Uses how, why, and what-if questions to discuss nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on the material read.
- Can count the number of syllables in a word.
- Can blend or segment the phonemes of most one-syllable words.
- Spells correctly three- and four-letter short-vowel words.
- Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling or phonics-based knowledge to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces a variety of types of compositions (such as stories, descriptions, journal entries) showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages in a variety of literary activities voluntarily (such as choosing books and stories to read, writing a note to a friend.)

Grade Two Reading Goals

- Reads and comprehends both fiction and non-fiction that are appropriately designed for grade level.
- Accurately decodes orthographically regular, multi-syllable words and nonsense words.
- Uses knowledge of print-sound mappings to sound out unknown words.

- Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.
- Reads aloud with fluency and comprehension any text that is appropriately designed for grade level.
- Shows evidence of expanding language repertory, including increasing use of more formal language registers.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads nonfiction materials for answers to specific questions or for specific purposes.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy plan, etc.
- Discusses similarities in characters and, events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Represents the complete sound of a word when spelling independently.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (such as conventions for quoted speech, literary language forms, proper verb forms).
- Makes reasonable judgments about what to include in written products.
- Productively discusses ways to clarify and refine own writing and that of others.
- With assistance, adds use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process.
- Given organizational help, writes informative, well-structured reports.
- Attends to spelling, mechanics, and presentation for final products.
- Produces a variety of types of compositions (such as stories, reports, correspondence).

Grade Three Reading Goals

- Reads aloud with fluency and comprehension any text that is appropriately designed for grade level.
- Uses letter-sound correspondence knowledge and structural analysis to decode words.
- Reads and comprehends both fiction and nonfiction that are appropriately designed for grade level.
- Reads longer fictional selections and chapter books independently.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Summarizes major points from fiction and nonfiction texts.
- In interpreting fiction, discusses underlying theme or message.
- Asks how, why, and what-if questions in interpreting nonfiction texts.
- In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea, and supporting details.
- Uses information and reasoning to examine bases of hypotheses and opinions.
- Infers word meaning from taught roots, prefixes, and suffixes.
- Correctly spells previously studied words and spelling patterns in own writing.
- Begins to incorporate literacy words and language patterns in own writing (such as elaborates descriptions; uses figurative wording).
- With some guidance, uses all aspects of the writing process in producing own compositions and reports.
- Combines information from multiple sources in writing reports.
- With assistance, suggests and implements editing and revision to clarify and refine own writing.
- Presents and discusses own writing with other students and responds helpfully to other students'

compositions.

- Independently reviews work for spelling, mechanics, and presentation.
- Produces a variety of written works (such as literature responses, reports, "published" books, semantic maps) in a variety of formats, including multimedia forms.

Reading Events

Several times during the year, Wilder Elementary will host special evening parent events. These events are often centered around reading, with the knowledge that parents should both model reading for their children, and encourage reading of books, magazines, newspapers, and more.

READING RETENTION

Reading Retention Policy Guidelines for Mansfield Students in Grades 1-5

The Mansfield R-IV School District's Reading Retention Policy guidelines are as follows.

The principal shall call a meeting with all certificated employees who are associated with the classroom work of the student to discuss the problem and suggest possible alternatives, including retention.

Reading levels for Mansfield R-IV students in grades 1-5 will be established through a review of multiple assessments. Data from STAR, MAP and classroom reading assessments will be used in the review. After data has been collected indicating that a student is reading at a level that is more than one grade level below his or her current grade level, the student will be provided with remediation in reading, including the following.

- Tier 2 & 3
- Title I Reading (grades K-5)
- After-school tutoring
- Additional in-class assistance by the teacher

At the end of the school year, if a student's reading continues to be more than one grade level below the current assigned grade level, the student will be required to complete a summer school reading program in order to be considered for promotion to the next grade level. At the end of the summer school program, testing will again be administered to determine the reading level of the student(s).

In all cases, retention shall be based on as much information as is available and when all other alternatives have been exhausted.

Any students identified as of January, reading one grade level below, must be in one of the above mentioned interventions. At the end of the school year, if the student is still below the average, he must attend summer school and tutoring to meet the promotion requirements.

GRADUATE GOALS

The Show-Me Standards

The 73 Show-Me Standards have been adopted by the Mansfield R-IV School District as its "graduate goals." The standards are intended to define what students should learn by the time they graduate from high school.

The first part is 33 "performance" standards, listed under four broad goals. The second part is 40 "knowledge" standards, listed in six subject areas.

Taken together, they are intended to establish high expectations for Mansfield students. These standards do not represent everything a Mansfield student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work, and civic responsibilities.

The Mansfield curriculum has been aligned to the Show-Me Standards.

Goal One

Students in the Mansfield School District will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to . . .

1. develop questions and ideas to initiate and refine research.
2. conduct research to answer questions and evaluate information and ideas.
3. design and conduct field and laboratory investigations to study nature and society.
4. use technological tools and other resources to locate, select and organize information.
5. comprehend and evaluate written, visual and oral presentations and works.
6. discover and evaluate patterns and relationships in information, ideas and structures.
7. evaluate the accuracy of information and the reliability of its sources.
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies.
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

Goal Two

Students in the Mansfield School District will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to . . .

1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
2. review and revise communications to improve accuracy and clarity.
3. exchange information, questions and ideas while recognizing the perspectives of others.
4. present perceptions and ideas regarding works of the arts, humanities and sciences.
5. perform or produce works in the fine and practical arts.
6. apply communication techniques to the job search and to the workplace.
7. use technological tools to exchange information and ideas.

Goal Three

Students in the Mansfield School District will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to . . .

1. identify problems and define their scope and elements.
2. develop and apply strategies based on ways others have prevented or solved problems.
3. develop and apply strategies based on one's own experience in preventing or solving problems.
4. evaluate the processes used in recognizing and solving problems.
5. reason inductively from a set of specific facts and deductively from general premises.
6. examine problems and proposed solutions from multiple perspectives.
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions.

Goal Four

Students in the Mansfield School District will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to . . .

1. explain reasoning and identify' information used to support decisions.
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. analyze the duties and responsibilities of individuals in societies.
4. recognize and practice honesty and integrity in academic work and in the workplace.
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals.
6. identify tasks that require a coordinated effort and work with others to complete those tasks.
7. identify and apply practices that preserve and enhance the safety and health of self and others.
8. explore, prepare for and seek educational and job opportunities.

Communication Arts

In Communication Arts, students in the Mansfield School District will acquire a solid foundation which includes knowledge of and proficiency in . . .

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).
2. reading and evaluating fiction, poetry and drama.
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals).
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions).
6. participating in formal and informal presentations and discussions of issues and ideas.
7. identifying and evaluating relationships between language and culture.

Mathematics

In Mathematics, students in the Mansfield School District will acquire a solid foundation which includes knowledge of . . .

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.
3. data analysis, probability and statistics.
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts.
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples).
6. discrete mathematics (such as graph theory, counting techniques, matrices).

Science

In Science, students in the Mansfield School District will acquire a solid foundation which includes knowledge of . . .

1. properties and principles of matter and energy.
2. properties and principles of force and motion.
3. characteristics and interactions of living organisms.
4. changes in ecosystems and interactions of organisms with their environments.
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere.
6. composition and structure of the universe and the motions of the objects within it.
7. processes of scientific inquiry (such as formulating and testing hypotheses).
8. impact of science, technology and human activity on resources and the environment.

Social Studies

In Social Studies, students in the Mansfield School District will acquire a solid foundation which includes knowledge of . . .

1. principles expressed in the documents shaping constitutional democracy in the United States.
2. continuity and change in the history of Missouri, the United States and the world.
3. principles and processes of governance systems.
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment.
6. relationships of the individual and groups to institutions and cultural traditions.
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

Fine Arts

In Fine Arts, students in the Mansfield School District will acquire a solid foundation which includes knowledge of . . .

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.
2. the principles and elements of different art forms.
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.
4. inter-relationships of visual and performing arts and the relationships of the arts to other disciplines.
5. visual and performing arts in historical and cultural contexts.

Health and Physical Education

In Health and Physical Education, students in the Mansfield School District will acquire a solid foundation which includes knowledge of . . .

1. structures of, functions of, and relationships among human body systems.
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).
3. diseases and methods for prevention, treatment and control.
4. principles of movement and physical fitness.
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use).
6. consumer health issues (such as the effects of mass media and technologies on safety and health).
7. responses to emergency situations.

The Show-Me Standards: Knowledge + Performance = Academic Success

Mansfield students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements above represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health, physical education, and the fine arts.

This foundation of knowledge and skills is also incorporated into courses in vocational education and practical arts. Students acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence builds on the knowledge base that students have previously acquired.

These concepts and areas of study are significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining the two parts of the Show-Me Standards, which are the Mansfield graduate goals, is a key part of the Mansfield School District curriculum. The standards are built around the belief that the success of Mansfield students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards have served as a blueprint from which the Mansfield School District has written a challenging curriculum to help all students achieve their maximum potential.

COURSES & CURRICULUM

Course Descriptions

Each year of elementary school is an important one in terms of a child's development and his knowledge.

The course descriptions provided can give parents and students an idea of what skills are particular to a certain grade, and what skills will be reinforced during each grade.

Kindergarten

During the kindergarten year, students are taught pre-reading and reading skills, including letter recognition, phonics, sight word recognition, and story comprehension. Examples of math skills taught are number recognition, shapes, patterns, and simple addition. Handwriting is introduced and practiced throughout the year. Activities are planned each day to reinforce both fine and gross motor skills. Social skills, such as working in a group and following rules, are demonstrated and encouraged. Science and social studies skills are presented through class discussions and resource personnel. Students are also involved in art, music, physical education, and library.

Grade One

In the first grade, students continue phonics, sight word recognition, story comprehension, and begin reading simple books. Math concepts are continued on a step-by-step process, with addition and subtraction being the main emphasis. Handwriting is continued. Science and social studies skills are presented through class discussions and resource personnel. Computer literacy is introduced. Students also have art, music, physical education and library classes.

Grade Two

During second grade students are continuing to learn phonics skills to improve their reading ability. Steps in the writing process are focused on in communication arts. Handwriting instruction is provided in both manuscript and cursive styles. Math concepts are continually built on a step-by-step basis. Science and social studies skills are presented through class discussions and resource personnel. Computer literacy is continued. Extra classes include physical education, library, music, and art to create a well-rounded education.

Grade Three

During third grade students are introduced to a variety of reading skills to promote and review comprehension and basic skills. Writing process steps are continually improved in communication arts. Students learn to read and review the formation of letters in cursive writings. Math concepts continue on a step-by-step process with heavy emphasis on multiplication facts. Science is presented through various skills. Computer literacy is continued. Communities and resources are studied in social studies. Extra classes are physical education, library, music, and art.

Grade Four

During the fourth grade year, students practice basic reading skills, continue working on the writing process, and learn library research skills. Math concepts include practice on multiplication and division, measurements, problem solving, and drill on basic facts. Regions of the world, a study of Missouri, and simple economic principles make up the social studies units. Life science, earth science, physical science, safety and health are addressed. Computer literacy is continued. Students participate

in art, music, and physical education activities on a regular basis.

Grade Five

Fifth grade students practice basic reading skills, continue working on the writing process, and employ research skills. Advanced multiplication and division are practiced, measurement and geometry skills are reinforced, and problem solving is continued based on skills previously taught. Social studies includes learning about the discovery and settlement of the United States, and the geography of the country. Life sciences, earth science, physical science, safety, and health are addressed. Computer literacy is continued. Students participate in music, art, and physical education activities on a regular basis.

DISCIPLINE

Student Discipline Code

I. EXPECTATIONS OF THE BOARD OF EDUCATION

The Board of Education holds school officials accountable for the maintenance of adopted standards of conduct. This can best be achieved with the school and home working together. The general standards of conduct established are as follows.

- A. Students are expected to conduct themselves in an orderly manner, to show respect for school rules, teachers, other students, and the rights and property of others, and to be appropriately dressed, neat in grooming and appearance.
- B. Students are expected to exercise acceptable standards of personal hygiene.
- C. Student conduct, dress and grooming determined to be disruptive, distracting, indecent, or a threat to health and safety shall be deemed inappropriate.

II. GOAL OF THE BOARD OF EDUCATION

Ultimately the goal of these standards is that students mature to the point of self-discipline. However, in recognition of the fact that education is a growth process, the school should provide an opportunity for students to learn from their mistakes.

III. STANDARDS OF CONDUCT

This student disciplinary code was developed in accordance with the requirements of House Bill 463 of 83rd General Assembly. Section 5, pertaining to the code, is quoted below:

1. The local board of education of each school district shall establish a policy of discipline, a written copy of which shall be made available in the office of the Superintendent of such district, during normal business hours, for public inspection.
2. The policy shall contain the consequences of failure to obey standards of conduct set by the local board of education, and the importance of the standards to the maintenance of an atmosphere where orderly learning is possible and encouraged.
3. All school district personnel responsible for the care and supervision of students are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus, going to or returning from school during school-sponsored activities, or during intermission or recess periods.
4. Teachers and other authorized district personnel in public schools responsible for the care, supervision, and discipline of school children, including volunteers selected with reasonable care by the school district, shall not be civilly liable when acting in conformity with the established policy of discipline developed by each board under this section.

The administrative staff shall be allowed to exercise their own judgment in the administration of disciplinary options set forth under the student discipline code policy. Some violations of school rules and regulations may fall under two (2) or more categories of the disciplinary code. The administrative staff shall decide under which category it may be placed. Example: Water balloons would usually fall under possession or use of harmful devices. However, if the situation warrants, it may be placed in categories such as assault, vandalism, etc. Students who lie about violating the school's policies, rules, and regulations should expect additional disciplinary action.

Students who repeatedly violate school rules and regulations shall be moved beyond the first offense category where the offense would normally fall. For example, a student who has been in the office for three (3) prior offense violations will not again be placed in the first offense

category.

Any violation of the above behaviors which also violate state statutes or city ordinances will be referred to the appropriate law enforcement. The administrative staff may refer students to other agencies to include but not limit: Juvenile Division, Division of Family Services, Ozark Care and Counseling.

The school always reserves the right to remove immediately from class or school any student whose presence constitutes a danger to any student or school staff member, threatens the orderly conduct of the school, or is in violation of state statutes or city ordinances.

Parents shall be contacted by letter or telephone if the student is involved in any disciplinary situation in which disciplinary action results.

Referrals of a student to the office of the Principal for misconduct may be considered sufficient reason to declare a student ineligible to participate in extracurricular school activities.

A single serious breach of good conduct, either in or out of school, may also be sufficient cause for declaring a student ineligible to participate in school activities.

The administrative staff is vested with the authority to advance the student beyond the offense category where the offense would normally fall if the violation(s) of the school rules, regulations, and policies are of such a nature as to warrant it.

The administrative staff shall utilize appropriate alternative disciplinary methods when federal and/or state agencies and /or courts implement policies or court decision interpretations requiring alternate policies be applied to the appropriate groups.

As a member of the school community a student enjoys certain rights and accepts certain responsibilities. These rights and responsibilities should be emphasized equally. Following are the specific acts of misconduct which violate the standards of pupil conduct, along with the penalty for the violation.

SPECIAL EDUCATION STUDENTS

Discipline for special education students will be administered according to their individual educational programs and in accordance with Public Law 94-142 and other laws pertaining to special education students.

OTHER CONSIDERATION

In determining the consequence or punishment for acts violating the standards of conduct, the responsible school official shall examine the facts and circumstances surrounding the case. In arriving at the consequence or discipline to be imposed, consideration shall be given to the factors below.

- A. The maturity level of the student
- B. Any extenuating circumstances
- C. The seriousness of the act
- D. Prior incidents of misconduct
- E. Intent of the student
- F. Degree of involvement of the student
- G. Appropriateness of the punishment
- H. Cooperation of the parents/guardians and/or student
- I. Special education guidelines

IV. DUE PROCESS

Students charged with misconduct shall be accorded due process to include at least the following.

- A. An oral or written explanation of charges against him/her
- B. An opportunity to present his/her side of the case
- C. An opportunity to appeal the next higher authority as permitted by school policy

No pupil shall be suspended from school unless:

- A. The pupil shall be given oral or written notice of the charges against him/her
- B. If the pupil denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension
- C. The pupil shall be given an opportunity to present his/her version of the incident
- D. In the event of a suspension for more than ten days, where the pupil gives notice that he wishes to appeal the suspension to the board, the suspension shall be stayed until the board renders its decision, unless in the judgment of the superintendent the pupil's presence poses a continuing danger.

ANY PUNISHMENT SHALL BE ADMINISTERED WITHOUT MALICE.

V. IMPLEMENTATION

Consistent with these standards, school administrators are authorized to develop procedures for their implementation.

These Standards of Pupil Conduct were approved by the Board of Education of the Mansfield R-IV School District.

The effective date shall be October 14, 1985.

A copy of the standards shall be available in the superintendent's office for public inspection.

*Students who misbehave in ISS will be suspended.
When the student returns, he/she will serve ISS days.*

Discipline Code Abbreviations

ISS = In-School Suspension. Served during school day doing school assignments.
Suspension = Out-of-School Suspension. Student has loss of credit for school work while out.

Student Code of Conduct

The Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of district schools. No code can be expected to list each and every offense which may result in the use of disciplinary action.

However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or board of education.

Any threat to another student or an employee of the district will be reported to parents and the juvenile office. See forms following.

1. ARSON - Starting a fire or causing an explosion with the intention to damage property or buildings.

First Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, documentation in student's discipline record.

Subsequent Offense: Expulsion, notification to law enforcement officials, and documentation in student's discipline record.

2. ASSAULT

- a. Attempting to cause injury to another person; intentionally placing a person in reasonable apprehension of imminent physical injury.

First Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, notice to law enforcement officials, and documentation in student's discipline record.

Second Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, notice to law enforcement officials, and documentation in the student's discipline record.

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

- b. Attempting to kill or cause serious physical injury to another.

First Offense: Expulsion, notification to law enforcement officials, and documentation in student's discipline record.

3. BUS MISCONDUCT - Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, bus riding privileges may be suspended or revoked.

4. DISPARAGING OR DEMEANING LANGUAGE - Use of words or actions, verbal, written or symbolic meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender or ethnic origin. Constitutionally protected speech will not be punished.

First Offense: Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension. Notification of incident to law enforcement officials and documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion. Notification of incident to law enforcement officials and documentation in student's discipline record.

5. DISRESPECTFUL CONDUCT OR SPEECH - Disrespectful verbal, written or symbolic language or gesture which is inappropriate to public settings directed at a staff members.

First Offense: Principal/Student conference, 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, and documentation in student's discipline record.

6. DISRUPTIVE SPEECH OR CONDUCT - Conduct or verbal, written or symbolic language, which materially and substantially disrupts classroom work, school activities, or school functions.

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

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or

Second Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, and documentation in student's discipline record.

7. DRUGS/ALCOHOL

- a. Possession of or attendance under the influence of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs or drug-related paraphernalia.

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

notification to law enforcement, and documentation in student's discipline record.

Second Offense: 11-180 days out-of-school suspension, expulsion, notification to law enforcement officials, and documentation in student's discipline record.

Subsequent Offense: Expulsion, notification to law enforcement officials, and documentation in student's discipline record.

- b. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, counterfeit drugs, and/or drug- related paraphernalia.

First Offense: 10-180 days out-of-school suspension, notification to law enforcement officials, and documentation in student's discipline record.

Second Offense: Expulsion, notification to law enforcement officials, and documentation in student's discipline record.

- 8. EXTORTION - Threatening or intimidating any student for the purpose of obtaining money or anything of value.

First Offense: Principal/Student conference, in-school suspension, or 1-10 days out-of-school suspension. Notification of incident to law enforcement officials and documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

- 9. FALSE ALARMS - Tampering with emergency equipment, setting off false alarms, making false reports.

First Offense: Principal/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

- 10. FIGHTING - Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense: Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, and possible documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.

- 11. PUBLIC DISPLAY OF AFFECTION - Physical contact which is inappropriate for the school setting.

First Offense: Principal/Student conference, in-school suspension, or 1-180 days out-of-school suspension, and possible documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.

- 12. SEXUAL HARASSMENT (see Board policy JBA)

- a. Use of verbal, written or symbolic language that is sexually harassing.

First Offense: Principal /Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

- b. Physical contact that is sexually harassing.

First Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

Second Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and documentation in student's discipline record.

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, and documentation in student's discipline record.

13. THEFT - Theft, attempted theft or willful possession of stolen property.
 First Offense: Principal/Student conference, in-school suspension or 1-180 days out-of-school suspension, possible notification to law enforcement officials, and possible documentation in student's discipline record.
 Second Offense: Principal/Student conference, in-school suspension or 1-180 days out-of-school suspension, possible notification to law enforcement officials, and possible documentation in student's discipline record.
 Subsequent Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.
14. TOBACCO
- a. Possession of any tobacco products on school grounds, bus or at any school activity.
 First Offense: Principal/Student conference or in-school suspension.
 Subsequent Offense: In-school suspension or 1-10 days out-of-school suspension.
 - b. Use of any tobacco products on school grounds, bus or at any school activity.
 First Offense: In-school suspension or 1-3 days out-of-school suspension.
 Subsequent Offense: In-school suspension or 1-10 days out-of-school suspension.
15. TRUANCY - Absence from school without the knowledge and consent of parents/guardian and/or the school administration.
 First Offense: Principal/Student conference or 1-3 days in-school suspension.
 Subsequent Offense: 3-10 days in-school suspension.
16. VANDALISM - Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.
 First Offense: Principal /Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement officials, and possible documentation in student's discipline record.
 Second Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, possible notification to law enforcement officials, and possible documentation in student's discipline record.
 Subsequent Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.
17. WEAPONS (see Board policy JFCJ)
- a. Possession or use of any instrument or device (which could include but not be limited to fire-crackers, water balloons, water guns, snowballs, rocks, pea-shooters, knife, etc.), other than those defined in 18 U.S.C. 921 or 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.
 First Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record.
 Subsequent Offense: 11-180 days out-of-school suspension or expulsion, and documentation in student's discipline record.
 - b. Possession or use of a firearm as defined in 8 U.S.C. 921 or 571.010, RSMo.
 First Offense: One calendar year suspension or expulsion, notification to law enforcement officials, and documentation in student discipline record.

Any above 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. These offenses will also be forwarded to the juvenile office. See forms that follow. The term "in-school suspension" may include but is not limited to eighth hours, Saturday school, and separated classroom instruction during the regular school day.

Mansfield R-IV School Discipline Code (continued)

OFFENSE	1 ST OFFENSE	2 ND OFFENSE	3 RD OFFENSE	4 TH OFFENSE	5 TH OFFENSE	6 TH OFFENSE
LITTERING of school premises	Clean up the campus for 1 hour	Clean up the campus for 2 hours and ISS (1 day)	Clean up the campus for 3 hours and ISS (2 days)	ISS (5 days) and clean up the campus for 3 hours	Suspension (2-5 days) and clean up campus	
PARKING LOT/RIDING VIOLATION	ISS (1-2 days)	ISS (2-3 days)	Suspension (3 school days) ISS (5 days)	Suspension (5 school days)	Suspension (10 school days)	
INDECENT EXPOSURE	Suspension (1-10 school days)	Suspension (11-90 school days)	Expulsion			
CHEATING/PLAGIARISM	Receive "0" and warning	ISS (1-2 days)	ISS (5 days)	Suspension (3 school days)	Suspension (10 school days)	Suspension (10 school days)
CHEATING/PLAGIARISM in contest	Not allowed in that contest the following year					
REFUSAL to work on assignments during class period	Student-Counselor conference & letter requesting parent conference	Administrator conference warning and letter	ISS (1-2 days)	ISS (2-3 days)	Suspension (3 school days) ISS (5 days)	Suspension (4-6 school days) THEREAFTER Suspension (10 school days)
ELECTRONIC TECHNOLOGY	Confiscation of phone. Parent must pick up phone and sign cell phone policy in the office.	ISS (3 days)	ISS (5 days)	Suspension	Suspension	Suspension
VIOLATION OF ON-CAMPUS LUNCH POLICY	ISS (1-2 days)	ISS (2-4 days)	ISS (3-5 days)	Suspension (3-5 school days)	Suspension (10 school days)	
ALL OTHER OFFENSES	Punishment as determined by school administration					

TARDIES: Tardiness defined: Any student entering the classroom doorway after the tardy bell has quit ringing. Tardy Discipline Policy: ISS (1) will occur on the 4th unexcused tardy in a single class or 7th unexcused tardy in the full schedule of classes. Each subsequent unexcused tardy will result in (1) ISS. On the 11th tardy and each tardy thereafter students will be assigned OSS one day.

CORPORAL PUNISHMENT: Corporal punishment, as a measure of correction or of maintaining discipline and order in schools, is permitted. However, it shall be used only when all other alternative means of discipline have failed, and then only in reasonable form and upon the recommendation of the principal, if found necessary, it should be administered preferably by the principal in the presence of the teacher. It should never be indicted in the presence of other pupils, nor without a witness. Corporal punishment shall be administered only by swatting the buttocks with a paddle. When it becomes necessary to use corporal punishment, it shall be administered so that there can be no chance of bodily injury or harm. Striking a student on the head or face is not permitted. The teacher or principal shall submit a report to the superintendent, explaining the reason for the use of corporal punishment as well as the details of the administration of the same. A staff member, may, however, use reasonable physical force against a student without advanced notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the school district.

Transportation Policy

The driver of the bus will be given a roster of the names of the student assigned to the bus. Any student who is transported to school by bus must be transported home on his/her regular assigned route unless the parents of the student have made other arrangements through the principal's office. Students are expected to adhere to the rules of conduct which apply to student behavior in the school building.

Bus Discipline Policy

In addition to the discipline plan for the Mansfield School District, the rules listed below shall apply to student behavior on the school bus.

BUS DISCIPLINE PROCEDURES

- A. The bus driver is responsible for referring discipline problems to the principal through use of the Bus Incident Report. The driver will give all copies of the incident report to the principal or the transportation supervisor.
- B. A student may be suspended from transportation and/or school as a result of misconduct on the bus. This action can be taken only by the principal or his/her designee. The student will be permitted to ride the bus until his/her parents have been notified of the suspension.
- C. Students are expected to adhere to rules of conduct which govern student behavior in the school district.
- D. During the suspension of bus privileges, it shall be the parent's or guardian's responsibility to provide the student's transportation to and from school. Suspension of bus privileges does not provide for excused absence.
- E. A driver cannot refuse to transport a student providing it is his/her regularly assigned bus, unless the driver has reason to believe that the student would be a danger to himself or the other students. If this action is taken the principal must be contacted immediately.
- F. The principal has the power of assignment of students to other buses as he/she determines necessary.

Mansfield R-IV Bus Discipline Code (continued)

OFFENSE	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE	5TH OFFENSE
MISCONDUCT/ DISRUPTIONS;	Conference, Warning, parent notification by principal ISS (1-10 days) Sit on front seat of bus (1-10 days)	Loss of recesses for one day	Suspension from riding all buses(1 school day)	Suspension from riding all buses (3school days)	Suspension from riding all buses (5 school days) THEREAFTER 5 school days of suspension one day ISS for each succeeding offense
HARMFUL/DISRUPTIVE behavior, devices, items, etc.;					
LEWD/OBSCENE materials;					
PROFANITY. DEGRADING language and GESTURES (directed at fellow students);					
GAMBLING/EXTORTION;					
BOISTEROUS MISCONDUCT (wrestling, scuffling, tripping, harassment, threatening bodily harm, etc.					

SAMPLE PERMISSION SLIP

_____ School Year

Dear Parents:

Each year, teachers schedule trips off of the school premises to historical places or for educational experiences which will expand the school curriculum. A form will be sent home with your child notifying you of the time, date, and destination of each trip. If you are willing to have your child go on these school-sponsored trips, please fill out the form below.

Sincerely,
Gina Adams
Elementary Principal

.....
_____ may go on trips sponsored by the school.

Date _____

Parent/Guardian Signature _____

HEALTH SERVICES

Mission of student health services: To assist students to achieve academically and socially in the school environment by promoting health and wellness for all students.

Board of Education Policy

It is the policy of the board of education to provide for the health and physical well-being of students through the district-wide student health services program. The purpose of the program is to help each student attend school in optimum health and to benefit from the school experience.

The student health services program shall not include diagnosis, treatment, or the administering of medicine for physical ailments of which the parents /guardians are aware before the child is sent to school, unless special arrangements have been made with the health services staff. It is also strongly suggested that the parent/guardian or other custodian follow a pattern of having their child or children examined by a physician on a regular basis.

Philosophy

Children must be healthy to learn. The school nurse strengthens and facilitates the education process by identifying, modifying, or remediating health-related barriers to learning for individual students and promoting an optimal level of wellness for all students and staff. The nurse assumes responsibility for appropriate assessment, planning, intervention, evaluation, and/or referral activities; serves as the direct link between physicians, families, and other community agencies to assure access and continuity of health care of students; provides relevant instruction, counseling, and guidance to students, parents, staff, and others concerning health-related issues; upholds professional standards, the state Nurse Practice Act, and other state and local statutes and regulations applicable to school nursing practice; and adheres to district policies and administrative guidelines.

Goal

To provide health professionals which would include registered nurses and licensed physicians to aid children and youth in developing their full potential. To promote optimal health thereby enabling students to take advantage of educational opportunities.

Objectives

1. Utilizes a distinct knowledge base for decision-making in nursing practice.
2. Uses a systematic approach to problem-solving in nursing practice.
3. Contributes to the education of the student by planning and providing appropriate nursing care, and evaluating the identified outcomes of care.
4. Uses effective written, verbal, and nonverbal communication skills.
5. Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.
6. Identifies, delineates, and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement, and demonstrates professional conduct.

Illness or Injury

When a student becomes ill or injured at school he is often sent to the health room for assessment and treatment by the school nurse or designee. The school nurse assesses each situation on an individual basis and will make a determination of the appropriate action to be taken.

Health room visit forms are used for documenting student's injuries and/or illnesses. The parents/guardians receive the yellow copy of the health room visit form. This form describes the student's problem, assessment finding, treatment, and suggestions the school nurse may make to the

parent /guardian or to the classroom teacher.

For example, the student arrives at the health room and reports having a headache. The nurse will take the student's temperature, ask about any other symptoms the child may have, what he has had to eat, etc. The teacher may have indicated a potential cause on the health room visit form also (ie. the child just finished running outside and may have become slightly over-heated). The nurse will evaluate all findings and provide appropriate intervention. For example: if the student agrees that he became too hot, he may be allowed to rest and a cool compress may be applied. If the child recovers quickly and feels well enough to return to the classroom he will be allowed to do so. The health room visit form would have this information included on it so the parent/guardian can follow up after the student arrives at home.

If the student is ill and cannot remain at school the parent/guardian will be notified by phone if possible and arrangements can be made for the child to be picked up from school. If the parent/guardian cannot be reached, persons authorized by the parents may be notified and make arrangements to pick the child up from school. This is one of the reasons that keeping the school informed of changes in phone numbers, addresses, living arrangements, etc. is vitally important.

In cases of serious injury or illness the school nurse should be notified immediately. The Emergency Medical Service (EMS), phone 911, may also be called. The nurse and/or medical personnel will care for the student and the parent/guardian will be contacted as soon as possible. If the injury or illness requires immediate attention and the school is unable to locate a parent/guardian, emergency care will be provided by school personnel and/or emergency medical personnel and the student may be taken to a hospital emergency room or to the local physician (medical advisor to the school). When the parent has no phone, every reasonable effort will be made to locate a member of the family, a relative, or someone designated by the parent/guardian who will assume responsibility for the care of the child. If no one can be reached, the child must remain at school until proper arrangements can be made, except in emergencies which require immediate medical attention. The school district is not responsible for subsequent treatment or medical expenses incurred after the administration of first aid.

Health education is a vital part of any visit to the health room. Just as a physician provides instruction during office visits, the school nurse gives necessary information to students during their visit. Many times this is a wonderful opportunity to share information about healthy habits and making good choices with students. This teaching is also documented on the form (ie. student complains of slight nausea and headache soon after arriving at school. The nurse will assess the physical condition of the child, including inquiring what he had to eat for breakfast. The student states "I was supposed to eat here at school but I forgot." After assessing the situation the nurse determines that the probable cause for the nausea and headache is due to not eating. The nurse gives the student some crackers and talks to him about the importance of eating breakfast. The information is then documented and when the child arrives home the parent is made aware of the situation and can reinforce the teaching.

MEDICATION/ DISEASES

Medication Administration

There are times that students are required to take medication during school hours. In these instances it is important that the following steps are taken.

Acetaminophen (Tylenol)

May be given to students for minor aches and pains or elevated temperature only if the nurse feels it is appropriate and if the parent/guardian has given written authorization.

Prescription and Non-Prescription Medicine

If a child's physician has ordered medication and it must be given during school hours it must be sent in the original container labeled with the physician's prescription (the pharmacist can provide an additional container at the time the prescription is filled).

The parent/guardian must authorize the school nurse or designee to give the medication in writing. This may be in the form of a note signed by the parent/guardian stating the time the medication is to be given, the reason for the medication, the amount to be given, possible side effects, and the termination date.

The entire prescription should not be sent to school, only the amount that is to be given at school. If the medication is not a prescription medicine and not labeled by the pharmacy, a physician's order must accompany the medication.

Verification

Under special, rare circumstances if a child brings the medication to school with no written instructions the nurse may contact the parent/guardian and the physician by telephone to receive the directions.

The parent/guardian should send the signed instructions the following day with the above information included. **Students will not be given any medication that is brought to school unlabeled or that is not accompanied by a physician's order and parental consent.**

Daily Medication

Some students are required to take medication on a daily basis at school. The parent or guardian must send the medication to school in its original container labeled with the physician's prescription accompanied by written authorization and instructions for the school nurse or designee to give the medication.

This authorization must be signed by the parent and must include the following information: the name of the medication to be given, the reason the medication is being given, the amount, time and route the medication is to be given, possible side effects, and the termination date if applicable.

The parent or guardian must inform the school nurse of any changes in the medication, schedule, dosage, or other modifications of the original order.

The physician may be contacted for additional information if it is required by the school nurse. The parent or guardian may be asked to sign a release of medical information for this purpose.

Confidentiality

Any information obtained by the school nurse is strictly confidential.

District Rights

The school district retains the right to reject requests for administration of medication. The parent/guardian must assume responsibility for informing the school of any change in the student's health or change in medication.

Prevention and Control of Disease

In order to ensure the health and safety of all students the prevention and control of communicable disease is a very important role of the school nurse and the school health services.

Communicable disease is defined as any disease that can be transmitted or passed from one person to another. Due to the close contact that students have with one another at school any communicable disease is capable of infecting many persons in a very short period of time. Consider the common cold; it can easily be passed to several members of the household rapidly.

Some illnesses are minor and pose no great threat. Others can be very dangerous, especially to certain members of the population, with children high on the list of those most at risk.

The school nurse must keep track of communicable diseases and report certain cases to the county health department. If your child has been diagnosed with an illness that your physician has explained as being contagious please notify the school nurse. It may not be a reportable disease, but this information can also be used in caring for other students and making appropriate referrals.

Illness

School attendance is not recommended when a child is ill. It is best to keep a child at home if:

- The child has a fever. He/she should be free of fever for 24 hours without medication to reduce fever before returning to school. Temperatures that are normal in the morning will often be elevated by afternoon. ALERT! Recent research has shown an association between the development of Reye's Syndrome (a disease that affects the brain and liver) and the use of aspirin for treating influenza-like illnesses, chicken-pox, and colds. The use of non-aspirin pain relievers/fever reducers is strongly recommended.
- The child is vomiting or has continuous diarrhea (anti-nausea drugs should not be given unless ordered by your physician). A physician should be contacted if the vomiting and diarrhea last longer than 24 hours or becomes severe.
- The child has a persistent cough.
- The child develops a generalized skin rash (all over the body).
- Children will not be allowed to attend class parties if they have not been fever-free for 24 hours.

Head Lice Policy

It is the policy of the Mansfield R-IV school system, in an effort to control the spread of head lice in the school population, that the following procedures be followed.

1. All elementary students will be checked for the presence of head lice at the beginning of each school year.
2. Students are referred to the school nurse in suspected cases of infestation. If the child is found to have head lice the child's classmates will be checked.
3. Periodic classroom head checks may be performed at the nurse's discretion. As always, consideration for the educational process is foremost. The teacher and nurse will discuss the

- appropriate time that is best for the individual classroom.
4. Any student that is found to have head lice or nits will be excluded from the classroom. Either live lice or the presence of nits in the hair will result in exclusion from the classroom.
 5. The school nurse will provide the parent/guardian with information regarding the need for a pediculicidal product, as well as methods to treat the infestations on the hair and in the home, following the guidance of the school's medical director and recommendations of the state department of health. (There are some lice treatments that require physician's prescription, but that will be the parent's choice.)
 6. The student will be examined upon returning to school. Any evidence of active lice or the presence of nits will require continued exclusion.
 7. Accurate health records will be maintained and will include a record of any student who has been excluded for lice or nits.
 8. If the same student is found to have lice on a recurring basis, it will be at the discretion of the building administrator if further action is taken.
 9. Your child will need to be treated and rechecked before going back to class. **PARENTS MUST ACCOMPANY THE CHILD FOR THE RECHECK PROCESS. BUS TRANSPORTATION WILL BE WITHHELD UNTIL THE CHILD IS LICE/NIT FREE.**

Lice, General Information

Identification: These insect parasites are very small (1 to 5mm long, usually about the size of a sesame seed.) They vary in color, have hook-like claws and thumbs at the end of each of six legs, with which they grasp the shaft of the hair.

A person examining someone for head lice can usually see the crawling forms with the naked eye. The lice can be found anywhere in the hair.

The nits (grayish white, oval eggs) are attached firmly with a cement-like substance on a shaft of hair close to the scalp, usually at the nape of the neck and behind the ears.

Because it is impossible to know, without microscopic evaluation, if the nits are viable (capable of living) this "no-nit" policy is the only way to ensure that lice will not hatch and continue the cycle of infestation.

Mode of Transmission: Lice can be transmitted not only via person-to-person contact, but also by inanimate objects, such as coats, scarves, hair brushes, combs, towels, bedding, upholstered furniture, or carpets.

Elementary Snack Policy

Because of Hepatitis A outbreaks in the area during recent years, the Mansfield School District has adopted a policy for elementary snacks.

Arrangements to provide classroom treats must be made with classroom teachers. Only store-bought treats will be allowed, because of health regulations. Some students may have special diet restrictions, so parents are to check with the classroom teacher prior to bringing treats.

All items must meet the following criteria per unit:

*Fat; not more than 35% of total calories from fat, except for nuts, seeds, and nut butters

*Sugar; not more than 35% of weight from sugar, except for fruit

*Calories; not more than 200 calories per serving unit

STUDENT HEALTH ASSESSMENTS

Health assessments are an important part of the health services offered by the Mansfield School District for all its students.

Many of the health assessments, ie; vision, hearing, dental, and speech screenings, are performed annually during the elementary School Health Fair Days for students in first through tenth grade. In addition to the annual screenings, hearing and vision screenings are performed throughout the school year when referred by parents, teachers, or when a student is being considered for special education placement.

Hearing Screening

The objectives of the hearing screening include identification of the student with a possible hearing deficit, follow-up and referral if appropriate, and making any adjustments in the student's school program that will assist the student to function to the best of his/her ability.

If the student fails the initial hearing screening he will be screened again within 2-4 weeks. The results of hearing screenings can be greatly influenced by acute illnesses or infections: ie; ear infections, nasal congestion, and even allergies. If the student fails the second screening a letter will be sent to the parent or guardian for follow-up medical care.

The results of the screenings can be shared with the physician if requested. After the physician has made recommendations parents should notify the school for proper documentation and any necessary modifications.

Dental Screening

Visual dental screenings are performed to identify any dental problems students may have. Referrals are made if necessary for follow-up dental care.

The school nurse can assist in making arrangements for medical and/or dental care that may be necessary. Providing information to parents or guardians regarding community, government, and private resources that may be available is vital to ensure the continued good health and safety of all the children in the district

Speech Screening

The speech therapist conducts all speech screenings. Parents are notified in writing if a referral is appropriate.

Vision Screening

The objectives of the vision screening are to identify any vision deficits, make appropriate referrals for medical care, and to make any necessary adjustments in the student's school program to allow him/her to function to the best of his/her ability.

If a student fails the vision screening a letter will be sent to the parent/guardian, and follow-up care will be suggested.

After the student is seen by a physician, it is most helpful if the parent/guardian informs the school nurse of the results and any recommendations that are made.

2016-2017 Missouri School Immunization Requirements

- All students must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending school.
- The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period. Students in all grade levels may receive immunizations up to four days before the due date.
- For children beginning kindergarten during or after the 2003-04 school year, required immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule, including all spacing, (<http://www.cdc.gov/vaccines/schedules/index.html>).
- To remain in school, students "in progress" must have an Immunization In Progress form (Imm.P.14), which includes the appointment date for needed immunizations, on file and must receive immunizations as soon as they become due. The student is in compliance as long as he/she continues to receive the appropriate immunization(s) at the correct intervals according to the ACIP recommendations.

In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the school. If the appointment is not kept, the child is no longer in progress and is noncompliant. (i.e., hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series.)

- Religious (Imm.P.HA) and Medical (Imm.P.12) exemptions are allowed. The appropriate exemption card must be on file. Unimmunized children are subject to exclusion from school when outbreaks of vaccine-preventable diseases occur.

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

- Last dose on or after the fourth birthday and the last dose of pediatric pertussis before the seventh birthday. **Maximum needed:** six doses.
- 8-12 Grades: Tdap, which contains pertussis vaccine, is required. **If a student received a Tdap, the student is up-to-date. Tdap is currently licensed for one dose only; an additional dose is not needed.**
- Grade 8: One dose of MCV is required.
Grade 12: Two doses of MCV is required unless the first dose was administered to a student who was 16 years of age or older, in which case only one dose is required.
- Kindergarten-6 Grade: Last dose must be administered on or after the fourth birthday. The interval between the next-to-last and last dose should be at least six months.
7-12 Grades: Last dose on or after the fourth birthday. If all four doses are administered appropriately and received prior to the fourth birthday, an additional dose is **not** needed. Any combination of four doses of IPV and OPV by four-six years of age constitutes a complete series. **Maximum needed:** four doses.
- First dose must be given on or after twelve months of age.
- First dose must be given on or after twelve months of age.
Kindergarten-6 Grade: As satisfactory evidence of disease, licensed health care provider may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.
7-11 Grades: As satisfactory evidence of disease, a parent/guardian or MD or DO may sign and place on file with the school a written statement documenting the month and year of previous varicella (chickenpox) disease.

IMMUNIZATION

Upon enrollment the school nurse will review the immunization record of each new student. If the student is not in compliance with the state requirements the nurse will provide the parent /guardian with the information so the student will be in compliance.

If a student has a medical reason for not receiving the required immunization(s), the parent must obtain a medical exemption form, signed by the child's physician, and return it to the school nurse. (Forms are available from the physician or the school nurse.)

If there are religious objections the parent must sign the appropriate form and return it to the school nurse. (Forms are available from the school nurse.)

If the student is in the process of completing the series the parent/guardian must obtain an "In-progress" form from the physician or health department. The student must receive the required immunizations at the time indicated on the form or the parent/guardian must obtain another "In-progress" form and return it to the school nurse.

Students will be excluded from school if they are not in compliance with these requirements. If a student is exempt from immunizations for medical or religious beliefs and an outbreak of an illness occurs that they are not immunized against they will be excluded from school until the state health department declares that it is safe for them to return. (For example, from the Missouri Department of Health immunization guidelines: "in the event of a probable or confirmed case of mumps in a student, exclusion of susceptible students from affected schools and schools judged by local public health authorities to be at risk for transmission should be considered. Pupils who have been exempted from mumps vaccination should be excluded until at least 26 days after the onset of infection in the last person with mumps in the affected school.")

Tdap (tetanus, diphtheria, and pertussis) boosters are due for students in grades 8 through 12. Tdap is currently licensed for one dose only; an additional dose is not needed. The parent/guardian must assume responsibility for assuring their child is adequately immunized. The school nurse is available to provide information about community resources that may be available.

Mansfield R-IV School District

316 West Ohio □ Mansfield, MO 65704 □ 417-924-8458

Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title LA funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs - one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>

Dear Parent or Guardian:

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.

Sincerely,

Gina Adams
Elementary Principal

MANSFIELD R-IV SCHOOL

Standard Complaint Resolution Procedure for Improving America's School Act Programs

This complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000: Educate America Act and the Improving America's Schools Act (IASA).

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

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

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy by submitting it to Mr. Nathan Moore, Superintendent.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

Mansfield R-IV School Public Notice

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

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

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

The Mansfield R-IV School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during regular school hours on days school is in session in the Office of the Superintendent of Schools.

This notice will be provided in native languages as appropriate.

Missouri Department of Elementary & Secondary Education No Child Left Behind Act of 2001 (NCLB) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the No Child Left Behind Act of 2001 (NCLB)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for NCLB Programs Table of Contents	
General Information 1. What is a complaint under NCLB? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to private school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint under NCLB?

For these purposes, a complaint is an 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 NCLB.

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 locally developed and adopted procedures.

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C

² In compliance with NCLB Title IX Part C. Sec. 9304(a)(3)(C)

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

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

1. A statement that a requirement that applies to an NCLB 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 fifty 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 forty-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 ten 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, and/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 private school children handled differently?

If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint 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 Departments' 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. An independent on-site investigation may be conducted if the Department determines that it is necessary. The 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.