

Elementary PARENT/STUDENT Handbook



Chillicothe R-II School District
chillicotheschools.org

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School Calendar

<http://www.chillicotheschools.org>

Dear Parent/Guardian:

This handbook is designed to give you an overview of the procedures, routines, and policies of Field Elementary School. Please take a moment to review this information and then let it serve as a helpful resource for you and your family. Please note that the items in this handbook are not all inclusive as each teacher may have rules and procedures specific to his or her classroom. Don't hesitate to call if you should have any questions.

Chillicothe R-II School District Vision & Mission Statements

Vision Statement

“Professional educators and staff will unite with a common purpose and clear goals.”

Mission Statement

“Field School professional educators and staff will ensure high levels of learning for all children.”

Welcome to Our Elementary Schools!

As a new school year approaches, let us welcome you to our elementary schools! In our district I am confident you will find Chillicothe students excelling in all scholastic and extra-curricular activities. Teachers, staff and patrons work together to ensure learning for all, whether that is in the classroom or in a remedial setting. We take student achievement seriously and our results speak for themselves.

The strength of our school district originates with the fine folks of Chillicothe and the surrounding Livingston County area. Our patrons have high expectations for their educational system and demonstrate support to teachers and students. We are fortunate to be located in Livingston County, Missouri, known throughout the area as an exceptional rural location to raise a family.

Dewey, Field, and Central enjoy an abundance of cooperative partnerships with families and the local businesses that entrust us with the responsibility of providing their children with a complete educational experience in a safe learning environment. Daily, parents give of their time to volunteer in classrooms while our business partners support learning by inviting us into their workplaces as well as making routine visits to our schools. We understand that children need a well-rounded education and we are determined to provide these experiences.

Success in our schools begins with our highly qualified teaching staff and the dedication of all personnel associated with our students. Staff members are connected to the professional learning process as they contribute new strategies and teaching methods that improve student achievement. Data is reviewed regularly to ensure that every student is progressing to the best of their ability. Professional development, such as Technology Integration and Curriculum Development are provided to teachers as growth opportunities.

If you are new to town, new to our schools, or just haven't been by in a while, I'd invite you to stop in and catch a glimpse of the excitement we have for learning!

Looking forward to seeing you!

Mrs. Abby Smith
Dewey Elementary

Philip Pohren
Field Elementary

Melanie Rucker
Central Elementary

General Information and Practices

Early Arrival/Late Departure

Classes begin at 8:05 a.m. and dismiss at 3:00 p.m. Students are not permitted in the building prior to 7:30 a.m. or after 3:30 p.m. unless accompanied by an adult or attending a school-sponsored activity. Students entering the building between 7:30 and 7:45 will have a designated location to wait.

Neither the school, nor the teachers will assume responsibility for the welfare and safety of students who come to school before the beginning of the day or after being dismissed to go home.

Traffic Flow

Dewey – We ask that parents picking up or dropping off students travel **NORTHBOUND** on **DICKINSON STREET** and let your student out at the **west door/main entrance** only. This allows students to avoid crossing through traffic on the street at a very busy time of the day.

Field – We ask that parents picking up or dropping off students travel **SOUTHBOUND** on **OAK STREET** and let your student out at the **east door/main entrance** only. This allows students to avoid crossing through traffic on the street at a very busy time of the day.

Central – We ask that parent picking up or dropping off students travel **NORTHBOUND** on **ELM STREET** and let your student out at the **west door/main entrance** only. This allows students to avoid crossing through traffic on the street at a very busy time of the day.

Change of Routine

Policy JEDB

Please note that every attempt will be made to ensure that your child arrives home safely, but in the event that *you need to change your child's end of day routine please note the following:

Bus Rider Policy

Daily bus changes must be called into the Bus Barn no later than 2:30. This timeframe allows drivers to accommodate those changes.

All Others

Please make your ***call to the office** as close to 2:30 as possible. This allows children time to know of their change in routine.

**Do not rely on your child's cell phone for change of routine. School personnel must be informed of changes through parent/guardian.*

Signing Out

Policy JEDB

When it becomes necessary for you to pick your child up from school during school hours, please come to the office and follow the sign-out procedure. Your child will be called to the office to meet you. If our staff is unfamiliar with the person picking up your child, **picture identification may be requested**.

Change of Address and Phone Numbers

Please notify the teacher and school office of any change as soon as possible. It is important that the school has a current address and phone number on file in the office.

Absenteeism

Policy JEA

If your child must miss school due to illness or other circumstances, please notify the office by 9:00 a.m. We appreciate your help in this, as it helps us ensure no child has encountered difficulty en route to school.

Excessive Absence/Tardiness

Policy JEA

If excessive absence from school occurs, a referral to the School Resource Officer or Children's Division will be made according to district policy and Missouri law (included in the appendix).

***Parents will be notified when a student's absences reach or exceed 5 and 10 days.**

Excessive tardiness (arriving to school after 8:05) may result in similar action. Letters to alert parents of excessive tardiness are sent at the tenth and fifteenth recorded tardy.

Prolonged illness will be cause for the school to receive a written excuse from a doctor.

**Additional information and board policy can be found in the appendix.*

Inclement Weather Procedure

The Weather Policy for the Chillicothe R-II School District states that the Superintendent of Schools is responsible for the announcement of school dismissal due to bad weather conditions. This announcement will be made at approximately 6:00 a.m. on the mornings that school is to be dismissed. School closings will be announced on the following radio and TV stations:

KCHI Chillicothe	<i>Kansas City Stations</i>	<i>St. Joseph Stations</i>
KMZU Carrollton	WDAF Channel 4	KFEQ 680 AM
KTTN Trenton	KCMO Channel 5	KSJQ 92.7 FM
KZBK Brookfield	KMBC Channel 9	KQTV Channel 2
	KSHB Channel 41	

In the event inclement weather necessitates the early dismissal of school, announcements will be made over the same radio and television stations.

TextCaster/Hornet Alerts

The Hornet Alert System is available to all parents and guardians. The system is an exceptional way of receiving school information, such as closings and early dismissals.

To register visit chillicotheschools.org and **click** on: **HORNET ALERT REGISTRATION**.

School Dress

Policy JFCA

Proper dress at all times is encouraged. We encourage students to look neat in their dress.

Sometimes the way we dress influences the way we act. Shoes should be appropriate for safety and comfort. Please understand that on days when students have physical education they must have appropriate shoes (athletic shoes). No roller blade shoes are allowed at school. Caps, hats, and bandanas will not be worn in the building, except on designated days. Writing on T-shirts and caps should be non-distracting, non-suggestive, and must be acceptable for school. Please make sure your child is sufficiently dressed for outside recess in ***cold weather**. Students may not be permitted to go outside for activities if they are not dressed appropriately. Spaghetti straps will not be permitted without an over-shirt. Bare midriffs are not permitted. Halter-tops are not allowed. Under clothing should not be visible. School officials, when warranted, may deem other extremes or variations in dress inappropriate. Students dressed in an inappropriate fashion will be asked to cover, change, or turn clothing inside out.

****Cold Weather Policy: If the wind chill (or FEELS LIKE TEMPERATURE found at TheWeatherChannel.com) is below 20 degrees, students will not go outside.***

Snacks

When snacks are necessary, they must be pre-packaged or store bought. Snacks baked/made at home are not allowed to be distributed to students.

Visiting the School

All visitors must report to the office and obtain a visitor's pass. If you are picking up your child at school dismissal, please wait in the foyer or outside the building.

Conferences should be arranged in advance and at a time when the teacher does not have students in the classroom, or is not on duty elsewhere. Parents are reminded that teachers do value their instructional time and interrupting class time results in the teacher having to spend extra time to refocus the class back on the lesson at hand; therefore we ask parents to plan to visit your child at school during lunch time. Children not enrolled, but visiting will be limited to *no more than* one hour at lunchtime.

Volunteers to the classroom will be required to complete a Volunteer Background Check on an annual basis. Forms are available in the office. A volunteer background check is required prior to volunteering in the classroom and/or chaperoning a field trip.

Student Computer Use

Each elementary has computers and other technology for student use. Students are required to read and review the Technology User Agreement and use such equipment appropriately. Failure to follow terms of the user agreements may result in the loss of computer privileges and disciplinary action.

Student Use of Telephone

Students should ask to use the telephone only in case of an emergency. The classroom teacher must grant permission. **Arrangements for after-school activities must be made before coming to school.** *Parents are encouraged to call the office prior to 2:30 in the event of a change in routine. Please refer to your teacher's daily schedule; he/she will be available for a phone conversation during specials, lunch, or other scheduled breaks.

**Do not rely on your child's cell phone for change of routine. School personnel must be informed of changes through parent/guardian.*

Cell Phones and Electronic Devices

The school does not encourage personal cell phones at school, but certainly recognizes that cell phones may be valuable for students and parents, particularly to communicate after school is dismissed so that parents know their child is safe. Therefore, the school must utilize some guidelines for children having cell phones in the elementary school.

1. The cell phone is to be powered off while on school property.
2. The cell phone is to be stored in the child's backpack at school. Parents must recognize there is no secure place to store a cell phone; therefore, the school accepts no responsibility for the security of the phone. Elementary schools prohibit electronic devices at school for this very reason.
3. Students should be instructed by parents to refrain from showing the phone to peers and discussing the fact he/she has a cell phone at school. Mobile phones are the responsibility of the students and parents. The school is not responsible for lost or stolen phones or phone equipment.

Cell Phones and Electronic Devices...continued

Upon the first infraction of this policy, students will have the phone taken away until the end of the day. Further infractions will result in the phone being taken away and placed in the office where parents may pick it up as time allows.

At times, teachers may include **electronic devices** in a classroom celebration. There will be a note or other form of communication to inform you of these opportunities. On all other days students should follow the same rules as noted for cell phones.

Textbooks/Library Books/Resource Books

Books issued from the library are the property of the Chillicothe R-II School District. They should be used with care and returned in good condition. Students are responsible for books, which are lost, stolen, or damaged.

Special Invitations

Personal invitations to any event, other than school events, may not be handed out at school – unless there is one for each student in the class. (Examples: birthday parties, skating parties, etc.).

Some Basic Expectations of Students

*Students are expected to conduct themselves in such a way as to reflect a positive image for themselves, their parents, and to the Chillicothe R-II School District.

*Students should report directly to the appropriate area upon arrival and remain there unless directed elsewhere by school personnel.

*Students are expected to move quietly through the halls and not run.

*Students are expected to participate in physical education classes unless a written excuse from the parent/guardian is received. A physician's excuse is required when a student is to be excused for an extended period of time.

*Students are expected to show respect and care for property belonging to themselves, to others, and to the school.

*Students are expected to be attentive and courteous during assemblies and special events.

School Breakfast and Lunch Program

Nutrition Services

Breakfast and lunch are served in our school's cafeteria daily for a nominal fee. You may pay daily or ahead by the week or month for both breakfast and lunch. At the beginning of each school year you will receive an application for **free and reduced priced meals**. You are encouraged to complete these confidential forms and return them to the school office. Your participation in the free or reduced lunch program is beneficial to your child and the school district!

Cost is kept down by complete participation of students. A well-balanced meal is provided. Our menus are sent home monthly. Occasionally these menus have to be changed because of late deliveries or snow days; however, most of them are served as listed. *Changes in the menu and daily menus are announced on KCHI Radio daily.*

Lunchroom expectations are posted in the cafeteria and taught throughout the school year. There will be a supervisor present, he/she is in charge and students are expected to follow his/her directions.

Students and Soda Pop

Current nutrition requirements for school lunch programs do not permit pop as a beverage option. Students will not be allowed to drink pop at lunch. Water is provided daily or students may purchase milk. Please help us make our student body healthier!

School Transportation

Students living more than one mile from school will be provided transportation to and from school. Parents are responsible for transporting students living less than one mile from school. Parents will be informed of routes and schedules prior to the start of school by letter. For more information on Transportation, please see the link to Transportation under our district website (chillicotheschools.org). Select the link District Information then Transportation.

Bus Discipline Consequences

The school bus driver makes every effort to deal individually with minor discipline problems on the bus. When a student's disruptive behavior is persistent or when a student's behavior puts the safety of other students in jeopardy, then the student will be subject to the following consequences:

- *A bus discipline conduct report will be sent home as a **“warning”** to the student and the parents that any further disruption may result in suspension of bus riding privileges for the student. The student must return the form signed by parent or legal guardian to the bus driver the following day or the student will not be allowed to ride the bus. A copy of the report will also be sent to the school principal, who will confer with the student concerning further consequences.*
- *If a student receives a **second conduct report, the student will receive from 1 to 3 days suspension of bus riding privileges from the building principal. The principal will notify the assistant superintendent of any suspension. The parent(s) will be responsible for the student's transportation during the suspension period.***
- *Should a student receive a **third discipline conduct report, the student will be referred to the Building Principal and the student will receive an automatic 5 day suspension of bus riding privileges.** The student and the student's parents will be required to have a conference with the Principal before the student will be allowed to ride the bus again.*
- *Should a student receive a **fourth conduct report or if a severe behavior problem occurs, the student will be referred to the Assistant Superintendent and the student will receive a thirty day suspension of bus riding privileges.** The student and the student's parents will be required to have a conference with the Assistant Superintendent before the student will be allowed to ride the bus again.*
- *Should a student receive a **fifth conduct slip after a thirty day suspension the student's bus privileges would be suspended indefinitely.***

Students who intentionally damage or cause damage to a bus will be required to make payment for repairs and may also be required to provide community service hours for cleaning buses in addition to receiving a suspension of bus riding privileges.

***Students receiving bus suspensions of riding privileges for regular routes will not be allowed to ride activity and athletic trip buses during the time of their suspension.**

Health & Medical Information

Health

The school has the responsibility for the health and welfare of all students. Chillicothe School District policy mandates that students with a contagious disease or those suspected of having a contagious disease are excluded from school as outlined in the State's Health Standards Practices. School personnel can request a doctor's excuse prior to the readmittance of a student to school if there is a suspicion of a communicable disease. **Please make sure that you leave a phone number for our file in case of emergency.**

The school nurse or school personnel will attend to minor scrapes and bruises, but students will be sent home if:

- *they are running a temperature of 100 degrees
- *they have vomited
- *they have a severe head injury
- *we cannot determine the cause of a student's sudden physical or emotional distress

Before returning a child to school, the child **MUST be free of temperature for 24 hours without fever-reducing medication.**

Medications in School

Policy JHCD

If at all possible, medications should be scheduled so they do not have to be dispensed at school. We request that parents and/or guardians bring all medication to school. It is extremely unsafe to have elementary students transport medications on the bus. If, however, it is impossible for a parent to bring the medication, **a Medication Verification Form must be completed and accompany the medication.** Designated school personnel will then count the pills and complete the form.

Prescription Medication

Policy JHCD

All medications must come in the original container. The medication label must include:

- Student name (&)
- Name of medication (&)
- Dosage of medication (&)
- Name of doctor (&)
- Specific instructions for giving the medication.

If the medication is to be given at home and school, please ask the pharmacy for a second labeled bottle that can stay at school.

All long term (10 days or more) and emergency medications must have a medication authorization completed by the physician and parent/guardian. This is to be completed and returned to the school nurse. Forms are available in the school office.

Short-term medications (10 days or less) such as antibiotics must have the parent section of the medication authorization completed. The prescription label will be considered an equivalent of the physician's written order. The school will not give a 3-a-day antibiotic at school. Please give before school, after, and at bedtime.

Non-Prescription Medication

Policy JHCD

The district may administer over-the-counter medications to a student upon receipt of a written request and permission to do so by the parent/guardian. All over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packing and will only be administered in accordance with the manufacturer's label.

Tylenol or Ibuprofen will be given at school on an as needed basis if the parent/guardian has given permission on the back of the health history form. The school **does** stock Tylenol or Ibuprofen for minor pain and fever, if your child takes it frequently, please send their own bottle.

Research indicates the need for students to get exercise and spend time *outside each day to get fresh air. If you feel your child needs to remain inside because of illness, we can for a specific period of time. After an extended time, we will ask for a medical excuse from your doctor.

**Cold Weather Policy – page 8*

Inhalers will be kept in the office.

Head Lice

Head lice are a recurring health problem. The school will send home students infested with head lice with specific instructions, which must be followed before readmittance to school. **Parents must return to school with the child the following day in order that the nurse can recheck the head.** Parents are advised to contact the school if they find head lice on their child. All information will be handled in confidence.

Behavior Expectations and Interventions

BIST

www.bist.org

In order to provide a productive learning environment in the Chillicothe Elementary Schools, teachers have been trained in the use of the BIST process for managing student behavior. BIST stands for Behavior Interventions Support Team. The purpose of the BIST strategy is to help bring about lasting changes in students' attitudes toward themselves and others around them, so that they can be productive students in the classroom, be in control of their own behavior, and find acceptable solutions to their problems.

The BIST Bottom Line: It is never okay to be disruptive or hurtful.

Students will be expected to be the following at Dewey, Field, and Central:

Be Respectful-----Be Responsible-----Be Safe

The following consequences have been developed to provide for consistency and fairness:

- *Minor infractions will be dealt with in the classroom, then using the BIST continuum.
- *If a student continues to misbehave, he/she may have a BIST plan for success.
- *A student may not be able to attend field trips for repeated infractions.
- *If a student threatens, assaults, steals or has repeated Recovery Room visits, he/she will be sent to the principal's office.

BIST Placement Continuum:

Own seat - Safe Seat - Buddy Room - Recovery Room - Office Referral – home/BSP

Behavioral Success Program and Recovery Room

During the 2005-2006 school year, the Chillicothe R-2 School District implemented the Behavior Success Program and the Recovery Room Concept at each Elementary School. These programs are designed to help teach students to make better decisions about their behavior. For students, the recovery room gives them the opportunity to: calm down; be safe from acting out; develop adult relationships; and establish clear boundaries for classroom behavior. For teachers, the recovery room gives them the opportunity to: maintain order in the classroom; have a safe place for the student to go; maintain a safe environment for the other children; and to be able to implement positive, constructive discipline options.

Steps for referring a student to the Behavioral Success Program

The BSP has been established as a safety net for students that struggle to maintain appropriate behavior on a consistent basis within the BIST system.

1. When possible, the student should be initially referred to the building REFERRAL Team.
2. The REFERRAL Team will develop a BIST Behavior Plan for Success.
3. Students with consistent behavior concerns are reviewed for specialized behavior resources.
4. Review may be done by the REFERRAL Team or by request (principal, parent, teacher).
5. *If team decides specialized resources are needed, a meeting will be set with parents.

***Team members include, but may not be limited to: Parents (if possible); building principal; Special Education Director and Special Education Teacher if there is an IEP; classroom teacher; counselor; Recovery Room teacher; BSP staff.**

***The district reserves the right to provide a student with specialized behavior resources if that is determined to be his/her best educational opportunity.**

The complete discipline policy can be found on pages 17-23 of the appendix.

APPENDIX

School Attendance

The Chillicothe R-II Board of Education finds that regular school attendance is key to maximum achievement within the school district's curriculum. Students are expected to be in school daily except under the following circumstances requiring their absence:

- *Personal illness or illness in the immediate family requiring student's presence
- *Medical or dental appointments that cannot be scheduled for non-school time
- *Death in the immediate family
- *School activities at the request of the school.

Every effort should be made to inform the school of your child's absence. Parents should notify the school by telephone prior to 9:00 a.m. on the day the student is absent, as to the reason. If a parent knows in advance of their student's absence, please contact the school by phone or note.

Parents will be notified by mail when a student's absences reach or exceed 5 and 10 days. The district will also notify the school resource officer and information will be reported to the Division of Family Services and/or Juvenile Office. If further absences are due to medical reasons, a doctor's excuse will be required.

When a student's absences reach 15 days, the school will provide the county prosecutor with an official attendance report.

A student becoming ill at school should inform the teacher. If necessary, parents will be contacted. It is important for an emergency telephone number to be on file in the office. Please complete the enclosed student information form.

Tardies

Excessive tardies can contribute to poor academic performance and place hardships on students to make up missed work. Students are considered tardy after 8:05 a.m. Even a few minutes late starts the day off wrong for the student and is disruptive to the class.

The school's course of action for excessive tardies is as follows:

- After **10 tardies** the school will send notification alerting parents of the concern
- After **15 tardies** the Division of Family Services and/or Juvenile Office will be contacted

Truancy

Students who are absent from school without the knowledge and consent of their parents/guardians and the administration or students, who leave school during any session without the consent of the principal, shall be considered truant. Students may be considered truant even if they are absent with consent of parent/guardian and have accumulated an excessive number of absences.

Safe Schools Act

In May of 1996, the Missouri General Assembly passed House Bills 1301 and 1298 collectively known as the “Safe Schools Act”. The Safe Schools Act is a major effort to improve safety, security, and student discipline in Missouri schools.

The Chillicothe R-II School District, in accordance with the “Safe Schools Act” recognizes there are certain behaviors that cannot be tolerated in any public school setting. In support of this effort, the Chillicothe R-II Board of Education has adopted a “Zero Tolerance Policy” in the following areas:

Drugs: Students shall not possess*, transfer, use, be under the influence of, dispense, attempt to sell, or sell narcotics, drugs, controlled, or imitations of controlled substances, including inhalants, and/or drug paraphernalia.

*(Except as prescribed to the individual.)

Weapons: Students shall not possess weapons. Weapons include, but are not limited to the following: firearm, blackjack, concealable firearms, explosive weapon, firearm silencer, gas gun, spring gun, automatic weapon, projectile weapon, rifle, shotgun, razor blade, knife and switchblade knife.

Acts of Violence: Students shall not commit any act which in its commission is violent. An act of school violence is the exertion of physical force by a student with the intent to do physical injury to another person or that creates substantial risk of death, disfigurement, or protracted loss or impairment of the function of any part of the body.

Violations in any of these areas will result in a suspension from school for a minimum of one calendar year or expulsion. All cases will be referred to the appropriate legal authorities and prosecuted to the maximum extent of the law. This policy applies to all district buildings, on or about school grounds, at all school activities, or activities involving Chillicothe Schools, or in any vehicle that is used to transport students for the school district.

The Chillicothe R-II School District considers it to be unacceptable and a serious violation of this policy any conduct which inhibits good order and discipline in the schools or which tends to impair the morale or good conduct of students. As the result of such conduct, students may be subjected to more severe disciplinary action, including suspension or expulsion from school and/or school activities. This policy applies to conduct in all school buildings, on or about school grounds, at all school activities, or activities involving Chillicothe schools, or in any vehicle when that vehicle is used to transport students for the school district.

Unacceptable conduct includes, but is not limited to, the following:

- *Tardiness; truancy, excessive absences;
- *Failure to obey school rules; failure to obey instructions of a school official; dishonesty;
- *Possessing, using, or selling tobacco;
- *Stealing and vandalizing or otherwise damaging property; cheating; gambling;
- *Extortion (Using threats or violence to get money or property or to conceal wrongdoing);
- *Sexual harassment and sexual violence; racial/ethnic harassment;
- *Possessing, consuming, being under the influence of, or selling alcoholic beverages;
- *Fighting, assault and battery; obscenity; open defiance, profanity, threats by word or deed; unruly conduct that disrupts school;
- *Any conduct which would subject a student to criminal prosecution.

The Safe Schools Act will be reviewed with all students at the beginning of the school year.

STUDENT DISCIPLINE PROCEDURES & 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 every offense that may result in the use of disciplinary action. However, it is the purpose of this code to list certain offenses that, 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.

Per Board Policy JG-R: All students who are suspended or expelled, regardless of reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. In addition, the district may prohibit students from participation in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school, if appropriate.

1. Academic Dishonesty/Cheating--The deliberate misrepresentation of academic, artistic, mechanical, or athletic work, accomplishments, achievements, or aptitudes as that student's creation product, possession, or property.

First Offense: Discipline can include a zero on the work, notification to the parent/guardian and/or notification to the principal, or B.I.S.T. continuum.

Subsequent Offense: Same as above.

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

First Offense: 1 or more days of Recovery Room, 1-180 days out of school suspension or expulsion, notification to law enforcement officials, and restitution if appropriate.

Subsequent Offense: 1-180 days out of school suspension, expulsion and restitution if appropriate.

3. Assault--Physical or Verbal

Assault of a teacher or staff member may result in immediate suspension.

Attempting to seriously injure another student may result in immediate suspension from school.

When a child assaults another student with intent to harm, the following plan will be followed:

First Assault: Principal/student conference, loss of recess in Recovery Room w/documentation completed for offense, BIST plan for success may be implemented, BSP placement may be discussed/implemented.

Second Assault: Principal/student conference, parents called, one day in Recovery Room as alternate placement, School Resource Officer notified to speak with student and/or parents,

BIST plan for success implemented (if not already in place), BSP placement may be discussed/implemented.

Third Assault: Principal/student conference, parents called, two days in Recovery Room as alternate placement, School Resource Officer notified, BSP placement may be discussed/implemented.

Fourth Assault: Principal/student conference, parent notified, five school days in Recovery Room as alternate placement, School Resource officer notified, BSP placement discussed/implemented.

Fifth Assault: Parent/student conference, 1-3 days alternate placement in which time BSP placement is determined and implemented.

4. **Bullying and Cyberbullying**

Intimidation or harassment of a student or multiple students perpetuated by individuals or groups.

First Offense: Principal/student conference, 1 or days of Recovery Room, or 1-10 days out of school suspension.

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

5. **Bus Misconduct**--Any offense committed by a student on a district-owned or contracted bus that causes a concern for safety or order. Bus riding privileges may be suspended or revoked or other disciplinary action may result.

6. **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, 1 or more days of Recovery Room, or 1-10 days of out-of-school suspension.

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

7. **Disrespectful Conduct or Speech**--Disrespectful verbal, written or symbolic language or gesture which is inappropriate to public settings directed at/to a staff member.

First Offense: Principal/Student conference, 1 or more days of Recovery Room, or 1-180 days out-of-school suspension.

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

8. **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, 1 or more days of Recovery Room, or 1-10 days out-of-school suspension.

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

9. **Drugs/Alcohol**

a. Possession of or attendance under the influence of any unauthorized prescription or over the counter drug, alcohol, narcotic substance, counterfeit drugs, herbal preparation or drug-related paraphernalia at school or school activity.

First Offense: 1 or more days of Recovery Room, 1-180 days out-of-school suspension.

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

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

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

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

10. **Electronic Devices/Personal items**--Possession of cellular phones, pagers, radios, CD players, electronic games or other electronic devices during school hours is prohibited. The school is not responsible for lost, stolen or broken personal items brought to school.

First Offense: Student will be asked to turn off the device and the teacher will keep until the end of the day.

Subsequent Offense: Confiscation of device and placed in office safe to be returned to parent at their discretion. Further consequences may include Recovery Room as alternate placement.

11. **Extortion**--Threatening or intimidating any student for the purpose of obtaining money or anything of value.

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

Subsequent Offense: 1 or more days of Recovery Room, 1-180 days out-of-school suspension, or expulsion.

12. **False Alarms**--Tampering with emergency equipment, setting off false alarms, making false reports.

First Offense: Principal/Student conference, 1 or more days of Recovery Room, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: 1 or more days of Recovery Room, 1-180 days out-of-school suspension, or expulsion.

13. **Fighting**--Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense: Principal/student conference, loss of recess in Recovery Room w/documentation completed for offense, BIST plan for success may be implemented, BSP placement may be discussed/implemented.

Second Offense: Principal/student conference, parents called, one day in Recovery Room as alternate placement, School Resource Officer notified to speak with student and/or parents, BIST plan for success implemented (if not already in place), BSP placement may be discussed/implemented.

Third Offense: Principal/student conference, parents called, two days in Recovery Room as alternate placement, School Resource Officer notified, BSP

Fourth Offense: Principal/student conference, parent notified, five school days in Recovery Room as alternate placement, School Resource officer notified, BSP placement discussed/implemented.

Fifth Offense: Parent/student conference, 1-3 days alternate placement in which time BSP placement is determined and implemented.

14. **Public Display of Affection**--Physical contact which is inappropriate for the school setting.

First Offense: Principal/Student conference, 1 or more days of Recovery Room, or 1 - 180 days out-of-school suspension.

Subsequent Offense: 1 or more days of Recovery Room, 1-180 days out-of-school suspension, or expulsion.

15. **Harassment or Sexual Harassment (See Board Policy JG-R)**

a. Use of unwelcome verbal, written or symbolic language that is harassing based on gender, race, color, religion, sex, nation origin, ancestry, disability or any other characteristic protected by law.

First Offense: Principal/Student conference and/or 1 or more days of Recovery Room. A protective plan and/or counseling may be considered. Contact parent.

Subsequent Offense: 1 or more days of Recovery Room, 1-180 days out-of-school suspension, or expulsion.

b. Physical contact that is sexually harassing.

First Offense: Contact parent; 1 or more days of Recovery Room, 1-180 days out-of-school suspension or expulsion.

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

16. **Theft**--Theft, attempted theft or willful possession of stolen property.

First Offense: Principal/student conference, loss of recess in Recovery Room w/documentation completed for offense, BIST plan for success may be implemented, BSP placement may be discussed/implemented.

Second Offense: Principal/student conference, parents called, one day in Recovery Room as alternate placement, School Resource Officer notified to speak with student and/or parents, BIST plan for success implemented (if not already in place), BSP placement may be discussed/implemented.

Third Offense: Principal/student conference, parents called, two days in Recovery Room as alternate placement, School Resource Officer notified, BSP placement may be discussed/implemented.

Fourth Offense: Principal/student conference, parent notified, five school days in Recovery Room as alternate placement, School Resource officer notified, BSP placement discussed/implemented.

Fifth Offense: Parent/student conference, 1-3 days alternate placement in which time BSP placement is determined and implemented.

17. **Threats**

First Offense: Principal/student conference, loss of recess in Recovery Room w/documentation completed for offense, BIST plan for success may be implemented, BSP placement may be discussed/implemented.

Second Offense: Principal/student conference, parents called, one day in Recovery Room as alternate placement, School Resource Officer notified to speak with student and/or parents, BIST plan for success implemented (if not already in place), BSP placement may be discussed/implemented.

Third Offense: Principal/student conference, parents called, two days in Recovery Room as alternate placement, School Resource Officer notified, BSP placement may be discussed/implemented.

Fourth Offense: Principal/student conference, parent notified, five school days in Recovery Room as alternate placement, School Resource officer notified, BSP placement discussed/implemented.

Fifth Offense: Parent/student conference, 1-3 days alternate placement in which time BSP placement is determined and implemented.

18. **Tobacco**

- a. Possession of any tobacco products on school grounds, bus or at any school activity.

First Offense: Confiscation of tobacco product, principal/student conference, 1 or more days of Recovery Room or 1-3 days out of school suspension.

Subsequent Offense: Confiscation of tobacco product, principal/student conference, 1 or more days of Recovery Room 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: Confiscation of tobacco product, principal/student conference, 1 or more days of Recovery Room or 1-3 days out of school suspension.

Subsequent Offense: Confiscation of tobacco product, principal/student conference, 1 or more days of Recovery Room, or 1-10 days out-of-school suspension.

- 19. **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 recovery room alternate placement.

Subsequent Offense: 3-10 days recover room alternate placement.

- 20. **Vandalism**--Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense: 1 or more days of Recovery Room, 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.

- 21. **Weapons**

- a. Possession or use of any instrument or device, 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: 1 or more days of Recovery Room, 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 the student's discipline record.

- b. Possession or use of a firearm as defined in 18 T.I.S.C. 921 or any instrument or device defined in g 571.010, RSMo.

First Offense: One calendar year suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

Any other offense which constitutes a "serious" violation of the district's discipline policy as defined in board policy will be documented in the student's discipline record.

Special Notices to Parents: Federal Programs--NCLB--TITLE

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 Chillicothe R-II 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, 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 Chillicothe R-II 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 Chillicothe R-II 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 Chillicothe R-II 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 at the Chillicothe R-II Schools District Office, 1020 Old Highway 36, Chillicothe, MO, Monday thru Friday from 8:00 am until 4:30 pm.

This notice will be provided in native languages as appropriate.

504 PUBLIC NOTICE

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

The Chillicothe R-II School District assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or

severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (1) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (2) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The Chillicothe R-II School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed on the Chillicothe Website and at the Chillicothe R-II Schools District Office from 8:00 am until 4:30 pm Monday thru Friday.

This notice will be provided in native languages as appropriate.

FEDERAL PROGRAMS

Special Education Services: The Chillicothe R-II School District provides services to ensure students with disabilities receive a free and appropriate public education (FAPE) according to federal legislation including the Individuals with Disabilities Education Act (IDEA, 1975) and the Americans with Disabilities Act (Amended). Children with disabilities have a right to a free appropriate public education (FAPE) in the least restrictive environment (LRE). Children differ in mental abilities, sensory development, physical traits, emotional or social behaviors, or communication skills. Some may require modification to their school program or special education and related services in order to benefit from their schooling. Missouri House Bill 474 and later legislation make it the law of the state to provide special education services, sufficient to meet the needs of all children with eligible disabilities, from the child's 3rd birthday to age 21, at no cost to the parent. The Missouri State Plan for Special Education contains all regulations that must be followed by all public school districts and other responsible agencies in the provision of special education services. For further information or explanation contact the Director of Special Services at the District Central Office, 660-646-4566.

Programs for Homeless Students: The Chillicothe R-II School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education. Specific procedures are outlined in Board Policy IGBCA. For further information contact the Director of Special Services at the District Central Office, 660-646-4566.

Programs for English Language Learners: The Chillicothe R-II School District Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels. Specific procedures are outlined in Board Policy IGBH and district procedures for ELL programming. For further information contact the Director of Special Services at the District Central Office, 660-646-4566.

Programs for Migrant Students: The Board of Education of the Chillicothe R-II School District directs the administration to identify migratory children in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children the district will implement procedures outlined in Board Policy IGBCB. For more information contact the Director of Special Services at the District Central Office, 660-646-4566.

Gifted Education Services: The Chillicothe R-II School District's Wings Program provides gifted education services to identified students in grades K-7. Instruction is designed to provide identified students with instructional objectives and strategies that are appropriate to their academic, affective, social and emotional needs of identified gifted students. For more information on identification and services for gifted students contact the Director of Special Services at the District Central Office, 660-646-45566.

NCLB (NO CHILD LEFT BEHIND)

COMPLAINT RESOLUTION PROCEDURES

The Chillicothe R-II School District Board of Education recognizes that situations of concern to the students, parents/guardians or the public may arise in the operation of the district. The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(c) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C. Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

A formal complaint must be a written, signed statement that includes:

(1)an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated, (2)facts, including documentary evidence that supports the allegation, and (3)the specific requirement, statute, or regulation being violated.

Complaint resolution will be pursued in accordance with district complaint/grievance policies (KL—Public Complaints; JFH—Student complaints and grievances and GBM—Staff Complaints and Grievances). The administration has developed procedures for addressing complaints/grievances, copies of which are available at each building. Any concern regarding federal programs administered by the Missouri Department of Elementary and Secondary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law.

Any person wanting more information about this procedure or how complaints are resolved may contact the District Central Office at 660-646-4566.

No Child Left Behind FEDERAL PROGRAMS

TITLE PROGRAMS

Title I is a federal program that provides additional reading assistance and instruction. Chillicothe R-II Schools operate Title I School-wide programs in grades Pre-Kindergarten through eighth grade. Title I School-wide programs provide schools with the opportunity to upgrade the entire school program by allowing more flexibility to serve students. Title I services include both push in and pull out services. Title I teachers instruct students in small groups or individually in the regular classroom setting (push in) or in Title I classrooms (pull out). Each building has a parent involvement plan and parent-student-teacher compact for each student to reach his/her academic potential.

Parent Involvement Plan:

Parental involvement is a necessity in a successful school district. School districts must make a systematic and concerted effort to actively involve parents in all facets of their child's education. The Chillicothe R-II School District desires to involve parents in all facets of the schooling process as we provide a comprehensive educational program encompassing pre-kindergarten through grade 12 and post-secondary education. Parents must see both the strengths and weaknesses of their child's district and become active in improving all aspects of that system, as we attempt to meet the needs of each student so that they graduate with the skills necessary to continue with his or her ambitions. This can only be accomplished by creating an atmosphere of cooperation and trust in which all parents feel safe as active participants. Building parent involvement plans are included in this handbook.

STAFF

Qualifications Of Title I Teachers

Beginning with the 2005-2006 school year, each district must ensure that all teachers are highly qualified. Staff qualifications for Title I are as follows:

- All Title I teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Title I reading teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts and math teachers, or those providing tutoring, must have appropriate grade level certification.

Qualifications of Title I Paraprofessionals

Any paraprofessional hired after January 8, 2002, and working in a Title I, Part A program must have a secondary school diploma or its recognized equivalent (GED) and meet one of the following qualifications:

- completed at least two years of study at an institution of higher education
- obtained an associate's (or higher) degree
- met a rigorous standard of quality and can demonstrate, through a formal state assessment the knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or knowledge or, and the ability to assist in instruction, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Parents Right to Know:

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.

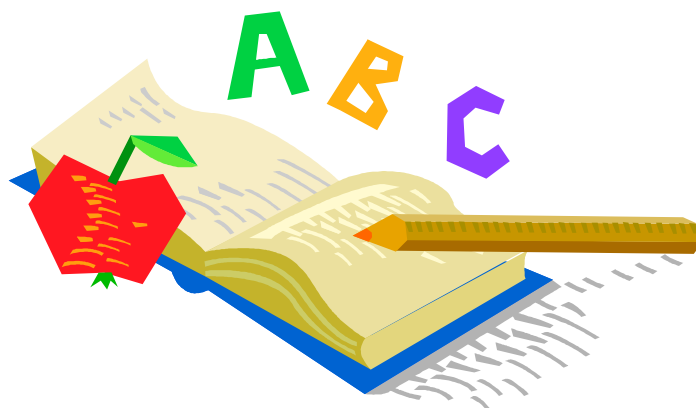
Upon your request, our district is required to provide to you in a timely manner, the following information:

- 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.

Field Elementary School Parent Involvement Plan Title One



Parents-Students-Teachers-School

Field Elementary School Title One Reading Programs Updated May 2015

Curriculum Standard

The Chillicothe R-2 School District embraces the philosophy that reading is the foundation of every child's education. Our reading program in the elementary school follows the National Institute for Literacy's research in the five areas of reading instruction. These areas are phonemic awareness (taught through Pathways to Reading in the kindergarten through third grade level), phonics, fluency, vocabulary, and text comprehension. The purpose of the Title One Reading program is to give extra support to students identified as reading below grade level. The thirty minutes of extra small group instruction is designed to supplement the reading instruction in the regular classroom, not replace it.

Eligibility

Each parent with a child selected to participate in Title One will be notified by a letter that will be sent home with the student. Multiple measures of eligibility such as the Developmental Reading Assessment Level (DRA), Fountas and Pinnell Benchmark Assessment, Aimsweb Benchmark Fluency Assessments, the Stanford 10, the Test of Word Reading Ability (TOWRE) and writing skills assessment may be used to determine placement. A student may be referred during the school year by a classroom teacher, and that student will be placed if his/her scores on the above assessments fall in the appropriate range. The

Title One teacher will be a member of Field School's CARE Team to provide data, interventions, and participate in a team decision to test for possible Special Education services.

Shared Responsibility for High Student Performance

The Chillicothe R-2 School with the assistance of staff, administration, and parents, has developed a Parent-School Compact for all students that meets the expectations of the parents, students, and the school. The compact will be provided to each parent and child in the enrollment packet throughout the school year. Each parent will be asked to attest to his/her commitment to help his/her child succeed by signing, retaining, and returning a copy of the compact to the school. A record will be kept of the signed compact by the school.

Parent Involvement and Communication

The Chillicothe R-2 Board of Education recognizes the positive effects of parent/family involvement in the education of their children. In order to implement their commitment, the Board has adopted the Parent/Family Involvement in Instructional and Other Programs. Parents are encouraged to participate in such activities as Open House, Curriculum Night, Parent-Teacher conferences, field trips, classroom parties, parent advisory groups and committees, breakfast with your child, poetry celebrations, writers' café, Famous American Wax Museum, Field School Running Club Victory Lap, classroom plays, Third Grade Christmas Program, and Second Grade Spring Program. The school will use the following methods to inform parents of meetings, programs, and activities being offered by the school and Title One program—weekly teacher newsletters, parent letters, flyers, emails, and Hornet Textcaster Alerts.

As part of our Title Reading Program, parents will be asked to complete surveys in order to gain parent input in the planning, review, and improvement of our Title One programs. The school will use the results of the survey to determine topics to address during the Annual Parent Meeting and program review. The Parent Meeting will allow a vote on the efficacy of Open House/Curriculum night, fundraisers, conferences, and ways the school communicates with parents. Teachers will include an interest inventory for parents to fill about their child in their Back to School materials mailed to students so that parents can include any special information they would like to share with the teacher in private. In addition, individual conferences to discuss a Title One student's progress will be scheduled as needed or requested by parents.

Midterm and quarter reports by the Title One Reading teacher will be sent home with the child's classroom report. These reports are fairly comprehensive, with standardized testing results and interpretation, anecdotal observations and informal assessment data. This data will be explained in the report, but parents are encouraged to ask for any further explanation either by a phone call, note, email, or conference.

Chillicothe R-II Elementary
Parent-Student-School Compact
2015-16 School Year

Student _____

Classroom Teacher _____

Title I Reading is a federally funded program to help students who need additional support in learning to read. Teachers work with children in a daily individual or small group lesson in addition to the classroom reading instruction. Progress can be accelerated by students, parents, and teachers working together.

Parent promises:

- _____ I will assist my child with daily reading and homework.
- _____ I will attend parent conferences and take part in school activities.
- _____ I will communicate with the teachers when I have questions.
- _____ I will make sure my child attends school every day unless he/she is ill.

Parent/Guardian Signature: _____ **Date:** _____

Student promises:

- _____ I will practice reading at home and at school every day.
- _____ I will do my schoolwork and try my hardest to learn the most I can each day.
- _____ I will follow the school and classroom rules of good behavior and learning.

Student Signature: _____ **Date:** _____

School Promises:

I promise to get to know each student's strengths and needs and provide the curriculum to meet those needs in a caring way. I promise to communicate with parents and classroom teachers so that we can all work together for the good of the student.

Teacher Signature: _____ **Date:** _____

Principal Signature: _____