

CHADWICK SCHOOL DISTRICT
2022-2023



Student Handbook
"Home of the Cardinals"

STUDENT HANDBOOK

Welcome to Chadwick Schools! We are excited to let you know that you are attending one of the most respected academic institutions in the area. Recognized at the local, state and national levels for academic excellence, Chadwick School looks to you, the student, to continue the tradition of excellence.

We would like to extend you a warm welcome to our school. This handbook has been prepared to help you get acquainted with the rules and regulations that you will need to follow. This is your handbook. Read it carefully, and keep it with you to consult when you have questions about what is to be expected. If you have any questions about the information contained in this handbook, please feel free to stop by the office and talk with the appropriate staff member. It is our hope that your attendance at Chadwick will be a pleasant experience!

Educationally Yours,
Chadwick R-1 School Board and Staff

NOTICE

This document is a working document and changes may be made as necessary to meet state mandated requirements by MDESE.

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CHADWICK SCHOOLS BACK TO SCHOOL PLAN

First day of school: Monday, Aug 22, 2022

Chadwick Public Schools has created a 2022-2023 comprehensive plan to provide a safe, secure environment for teaching and learning during the COVID-19 pandemic. The information below explains our current guidelines for returning to school. Plans are subject to change as circumstances arise, and this guide will be updated with new information as it becomes available. Decisions will be made in coordination with local and state guidelines and with input from community stakeholders.

LEARNING OPTIONS

- Option 1: Traditional in class learning 5 days per week with safety measures in place.
- Option 2: Virtual learning (online).

(Special services accommodations as necessary or as mandated by an Individualized Education Plan)

Parents will be responsible for internet services for virtual learning. Lack of consistent internet services will not be a good reason for not completing work. Students working virtually from home will be held to the same standards as seated students at school. Failure to complete work will reflect on student grades.

PACKET LEARNING WILL ONLY BE OFFERED FOR SEATED STUDENTS DURING SCHOOL CLOSURE, QUARANTINE OR EXTENDED ABSENCE DURING ILLNESS.

Any student choosing to work from home must notify the school by August 13.

HEALTH SERVICES/PPE

- Parents are required to take temperatures and do a health assessment on their children before sending them to school. If your child has a fever of 100 degrees or higher, or any other symptoms, **Please Keep Them Home.**
- The School Counselor will assist in the social, emotional and mental needs of students.
- Staff will be performing wellness assessments on themselves, as well.
- Use of personal masks will be allowed.
- Social distancing will be utilized to the extent practical.
- Hand sanitizer dispensers will be available throughout the building and frequent hand washing will be encouraged.

TRANSPORTATION

- Parents/Guardians will be encouraged to bring students to school.
- Seating assignments will be based on loading order and family.
- Hand sanitizer will be available as students board the bus.

ARRIVAL & DISMISSAL

- Parents/Guardians will not be allowed in the building before school.
- Parents/Guardians should remain in their vehicles when dropping off and picking up students.

BREAKFAST & LUNCH

- K-4 students who are not eating breakfast at school will go directly to their classroom. As students finish eating they will leave the cafeteria and go to their classroom.
- 5th-12th grade students who prefer a breakfast tray will eat in the cafeteria and then go to their designated area in the gym.
- Meals will be provided during COVID closures, handed out on-site and at designated pick-up sites.

EXTENDED SAFETY MEASURES

- Tissue and hand sanitizer dispensers will be available throughout the building and frequent hand washing will be encouraged.
- Attendance incentives will be waived.
- Students who become sick with 2 or more symptoms will be sent home.
- Personal water bottles will be encouraged.
- Appropriate disinfecting products will be used to clean frequently touched surfaces, along with increased cleaning and servicing our current ventilation system.
- COVID testing and vaccinations for students are scheduled by parents and caregivers. For staff, the district can assist with scheduling for off-site testing and vaccinations. There will be no on-site testing or vaccinations.

PLAN REVIEW AND CLARITY

- This plan will be reviewed and any updates will be Board approved at a minimum of every six months.
- This plan can be made available in other languages upon request.
- Please contact the Superintendent's office for other language requests or if more clarity is required.

PLAN APPROVAL

- Initial plan approval: Regular monthly board meeting June 14, 2021.
- Update approval: Regular monthly board meeting August 12, 2021.
- Update approval: Regular monthly board meeting December 16, 2021.
- Update approval: Regular monthly board meeting July 21, 2022.

CHADWICK SCHOOLS WILL COORDINATE WITH:

- **Christian County Health Department**
- **Staff, community members, students and other stakeholders**
- **Missouri Department of Elementary & Secondary Education**
- **Centers for Disease Control and Prevention**

BOARD OF EDUCATION

President	Dan Gardner
Vice President	Ben Lewis
Secretary	Marie Day
Member	Travis Smith
Member	Colten Jones
Member	James Highfill
Member	James Fisher

CHADWICK FACULTY & STAFF

Michael Wallace	Superintendent
David Aldrich	Principal
Jacklyn Aldrich	Special Education
Carla Anderson	Cook/Custodian
Leah Blaine	MS Math
Viktoria Branstetter	VO-AG/FFA
Nikki Combs	MS Math
Melissa Daugherty	Custodian
Blake Davenport	HS Math
Vanessa Edwards	HS Social Studies
Gabrielle Fornes	Art
Jenny Gardner	Teacher Aide/Coach
Brittany Garrison	SPED/7th & 8th PE
Cory Gibson	Custodian
Vickie Goin	4th Grade
Cassie Guerin	Administrative Assistant
Shawn Guerin	HS Basketball Coach/Bus Driver
Jessica Hampton	Bus Driver
Sheila Hampton	Cook
Carey Head	MS English
Paig Herd	1st Grade

Christy Hicks	MS Social Studies
Terri Holt	Administrative Assistant
Courtney Johnson	4 yr. old Preschool
Jeanine Jones	Bus Driver
Elizabeth Jordan	Music
Lee Lakey	Custodian
Jennifer Lantz	Bus Driver
Jessi Little	District Bookkeeper
Bill Mitchell	Bus Driver
Brock Mitchell	Technology Director
Jonathon Mitchell	Maintenance
Tiffany Orthman	HS Science
Scott Payne	PE/AD
Kitty Phillips	Bus Driver
Angie Pittser	Speech
Ashley Procell	2nd Grade
Tonya Rains	3rd Grade
Ashley Ruggles	Teacher Aide
Amy Sallee	Pre-K Aide
Shylah Strickler	3 yr. old Preschool
Linda Tankersley	Title I
Lindsey Thomas	Aide
Rebecca Thompson	Elem. Special Education
Amanda Thornton	Cook
Amy VanHouden	Health Aide
Tyler Walker	HS English/Academic Team Coach
Tara Whitham	Kindergarten
Chris Wilkerson	Bus Maintenance
Misty Wilkerson	Counselor/Guidance
Alison Wilson	HS English/Spanish

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VISION

We envision that each student can value education and achievement, become self-sufficient, have the skills necessary to be successful, experience community and parent involvement, strive to reach full potential, and be lifelong learners.

MISSION

The faculty and staff of Chadwick R-1 Schools, in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success.

CHADWICK SCHOOL PHILOSOPHY OF EDUCATION

The Chadwick R-I School District is responsible for meeting the challenge of providing students with the necessary knowledge and skills to lead productive and fulfilling lives. To this end, the Board of Education establishes policies that guide the practices and procedures of the administration, faculty, and staff which allow the Chadwick R-I School District to maintain and improve the quality of teaching and learning offered to our students. The following statements represent the philosophy that guided the formation of the Chadwick R-I Schools' performance goals.

We believe all students can learn, all students can be educated in a safe environment, education is the responsibility of teachers, parents, administrators, school board members, students, and community, all students can live as responsible, respectful, and productive citizens in society.

EQUAL EDUCATIONAL OPPORTUNITIES

Each individual should be given the opportunity to develop and achieve to the maximum extent possible. Accordingly, the educational programs and services at Chadwick R-1 Schools are designed to meet the varying needs of all students. Our programs and services do not discriminate against any individual on the basis of race, creed, color, sex, national origin, economic status, or disability.

DRUG FREE CAMPUS

As part of the Missouri's Safe Schools Act, the Chadwick School District is a drug/tobacco free campus at all times. Discipline measures will be taken against students and patrons who are found to possess or use drugs/tobacco products, or products represented as drugs or tobacco, on campus during school hours or during activities that take place on campus.

SCHOOL HOURS

School office hours are 8:00-4:00. Chadwick is a closed campus—students must stay on the school grounds from the time they arrive, until dismissal, or until they are picked up by parents or go home on the bus. Students are not to arrive at school before 7:30am. Upon arrival, students should go either directly to the cafeteria for breakfast or directly to their designated area (gym, hallway or classroom). Class will begin at 7:55 am. Students arriving after 7:55 am must check in at the main office prior to reporting to class. The school day ends at 3:22pm. No students should be in the building after 3:30 pm unless requested and supervised by a teacher or participating in a supervised activity.

Early Release Days end at 12:30.

VISITOR POLICY & PROCEDURE

Chadwick School welcomes and encourages visits by parents/guardians, Board members, volunteers and patrons of the schools. All visitors must sign in and out at the main office when entering the building. Visitors may be asked to provide a photo ID. Groups of visitors wishing to visit the school or facilities need to notify the Superintendent as far in advance as possible. Any visitor who is on school grounds without a visitor pass may be asked to report to the main office.

CLOSED CAMPUS

Chadwick School operates on the basis of a “closed campus.” Most simply stated, this means that visitors to school must immediately report to the school office and students may not leave school grounds during the day without checking out with the school office and obtaining parental permission. The purpose of this is not to interfere with individual student’s needs but to assist the student and family by being knowledgeable of the cause of absences from school. **Students are not to leave campus for lunch.**

CONTACTING STAFF OR STUDENTS

When a patron of the school has a need for a conference with a staff member, please call or send an email to make an appointment so the staff member may proceed with their assigned duties without undue interruption. We ask that phone calls after 2:45 pm are limited so that staff members may proceed with their assigned after-school duties. Email contact forms are available online under the “Contact Us” section.

If you need to contact your child, please call the main office and a message can be delivered to them. If a call is necessary, **please call before 2:00 to ensure enough time for students to receive their instructions.** Cell phone use is not allowed during class time therefore, when parents text students at school, it is not only a distraction for students, but also creates discipline issues for students. If a student needs to go somewhere other than their normal destination after school, please send a note with the student to school.

PARENT PORTAL

Parents/Guardians and students are encouraged to use the Lumen Portal. The Lumen Portal provides information such as grades, food service transactions and balances, student schedules, classroom activities and assignments, attendance, discipline, and the ability to edit notifications and emergency contact information. The Portal can be accessed from the website at chadwickcardinals.org under the “resources” tab, then Lumen Portal. In order to access the Portal, a username and password will need to be obtained from the front office. Parents and students have individual log-ins. Logins are the responsibility of the user and fall within the parameters allowed by law. You are strongly encouraged not to give your access information to any other person as the portal system tracks all accesses to the portal and its applications. The access information given will only allow one person access to the system at any

time. If a user is logged in and the same access information is used then the system will log out the current user logged into the system.

ENROLLMENT/ REGISTRATION OF NEW STUDENTS

To be eligible to enroll in kindergarten, a child must be 5 years old before August 1 on the year of entrance. Any child who has already completed the kindergarten year shall not be required to meet the age requirements for entrance into first grade. Special consideration is given to transfer students as to age requirements in other states. A birth certificate or proof of age, enrollment forms, immunization records, and proof of residency are required for children entering school for the first time. Immunization records must be provided before students are admitted to school.

IMMUNIZATIONS

Missouri law states that it is unlawful for any student to attend a public school unless the child has been immunized against polio, measles, mumps, and rubella. It is the parent/guardians' responsibility to make sure their children have up-to-date immunizations. Kindergarten students will be required to have a Hepatitis B shot. Recent legislation eliminated the 30 day grace period.

HOMESCHOOL POLICY

Parents must provide full documentation of their home school curriculum along with documentation according to Section 167.031 of the Revised Statutes of Missouri. Students will be required to take a proficiency test. To receive credit, they must score a minimum of 60% on the test. Students will receive a grade in each area based on the proficiency test. The administration will make any final decisions and parents will be notified. This information will be placed in the student's permanent record.

MHSAA rules will apply to any new student.

STUDENT TRANSFER/ WITHDRAWAL FROM SCHOOL

Parents of children who are leaving the district should notify the school at least 3 days prior to the last day of attendance (if possible). A withdrawal sheet must be filled out in the office. All textbooks, library books, and other school property must be returned to the appropriate teacher/staff member. Students may be asked to pay for books or equipment that are lost or damaged. Breakfast/lunch bills and other fees owed by the student must be paid.

STUDENTS' RIGHTS AND RESPONSIBILITIES

The Board of Education believes that students have rights that should be recognized and respected. The board also believes that every right carries with it certain responsibilities. Among these student rights and responsibilities are the following:

1. The RIGHT to attend free and public school; the RESPONSIBILITY to attend school regularly and to observe school policies, rules, and regulations deemed essential for permitting others to learn at school.
2. The RIGHT to a quality education; the RESPONSIBILITY to put forth the best effort during the educational process and to take reasonable care of school property.
3. The RIGHT to civil opportunities, including access to equal educational opportunities and freedom from discrimination; the RESPONSIBILITY not to discriminate against others.
4. The RIGHT to free inquiry and expression; the RESPONSIBILITY to observe reasonable rules and regulations regarding these rights.
5. The RIGHT to due process of law with respect to suspension, expulsion, and decisions which the student or parent believes violates these rights; the RESPONSIBILITY to cooperate with school officials in providing due process to others.

6. The RIGHT to privacy, which includes respect to the student’s school records; the RESPONSIBILITY to respect and protect the privacy of others.

CURRICULUM

Communication Arts

Reading instruction is a significant part of the Communication Arts curriculum. Reading skills taught are phonemic awareness, phonics, decoding, vocabulary, comprehension, writing, study skills, language, and literature. English, spelling, and handwriting are incorporated into the writing process. Students sharpen their skills through the reading and writing of various forms of literature, including sentences, paragraphs, short stories, poetry, informal letters, and simple reports.

Mathematics

The mathematics program uses concrete objects to develop understanding of the mathematics concepts, as well as teaching the basic computational skills. The understanding of the concepts and the computational skills enhance the teaching of problem-solving and critical thinking skills. This enables students to apply basic mathematics to real life situations.

Science

Science is an integration of concepts, processes, and attitudes. This integration is developed through a combination of “hands on” experiences, reading discussions, and demonstrations. Students receive these experiences as individuals, in small groups, and in total class activities.

Social Studies

Social studies is an area within the school curriculum that draws ideas from a variety of areas. Areas of study include history, the social sciences, the humanities, and citizenship education.

Art

Imagination, originality, and resourcefulness are higher forms of human thought. Art education addresses these concepts. Weekly art instruction is provided by a certified art teacher. The instruction establishes the base on which children develop an appreciation of their own work, the work of their peers, and the work of other artists.

Music

Students receive weekly instruction in vocal music from a music specialist. In addition to developing skills necessary to sing, students learn to appreciate music in general as one of the arts.

Physical Education

Students receive complete and coordinated physical education instruction from a certified physical education teacher on a weekly basis. The classes provide students with growth in the development of motor skills and physical fitness. The units involved include activities such as jumping rope, movement education, locomotors and non-locomotor skills, rhythms, organized games, and other physical fitness activities. Students may take only one P.E. class per school year.

Health

The classroom health education is a sequential curriculum. The overall goal is for students to learn how their actions affect their health, and thus begin to take more responsibility in caring for their health. Areas covered are personal/dental health, physical fitness, mental and social health, growth and development,

safety/first aid, nutrition, consumer health, substance abuse, diseases and disorders, and community and environmental health.

Library

Students receive regular instruction to develop the skills necessary to retrieve information. A high priority is to develop reading skills and reading appreciation.

Guidance

The counseling program helps students to develop a broad range of personal, social, cognitive, and environmental skills. Weekly instruction is provided to help students achieve their personal best in life. Components of the program include personal interests, problems, meanings, experiences, behaviors, and goals. Lessons consist of topics such as career education and character education.

Spanish

The Spanish program will provide an opportunity for students to be exposed to Spanish through the use of diverse teaching methods. While the main goal is the acquisition of the Spanish language, it should be understood that culture and language go hand-in-hand. Not only will students be introduced to a new language, they will also become more aware of a new culture.

VIRTUAL INSTRUCTION

Because virtual instruction can be an effective education option for some students, the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in Board Policy IGCD and Administrative Procedure IGCD-AP(1). Even if a student or their parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

Best Educational Interest Considerations

District staff should consider the following when deciding whether a virtual course is in the best educational interest of a student but may consider other factors not listed.

1. If the course is offered onsite by the district, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the district?
2. If the course is offered onsite by the district and the student is able to take that course, what are the reasons the student wants to take the virtual course?

Virtual Course Characteristics

1. Does the course meet or exceed district curriculum standards and graduation requirements?
2. Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?
3. If the course is for remediation, will it personalize instruction to the student's specific needs?
4. Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
5. Has the district had difficulty working with the course instructor or provider to ensure a student with disabilities receives the required accommodations or modifications?

Student Skills Necessary for Success in Virtual Courses

1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

Other Relevant Factors

1. Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
2. If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?

SCHEDULES

High school students will meet with the counselor during the designated scheduling period to plan for the following year and review the student's transcript. Class changes may only be made the first three days of each semester.

TEXTBOOKS

Textbooks and other school supplies given to the student to use for the course work are the student's responsibility. Students are to maintain them in good condition. Any cost associated with destroyed, lost, or damaged materials will be the responsibility of the students to reimburse.

HOMEWORK

Individual teachers set their own homework policies. See Attendance regarding homework as a result of absences.

GRADES

Grade cards will be sent home each quarter to serve as overall indications of a student's performance. The following grading system has been adopted by the Board of Education:

A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = 59% - 0%

Weighted Classes

Weighted classes have been set up for the computation of honor roll and class rank. Weighted classes will count one additional point higher on the grade scale with no grade below a C- being weighted.

Example: "B": 3.0 would equate to an "A": 4.0, "B-": 2.66 would equate to "A-": 3.66, etc. The following classes have been approved:

Anatomy/ Physiology/ BIO II
English IV
Physics
Advanced Math
Online College Courses

Other classes may be evaluated on an individual basis for weighted grades. Final decision will be made by the Administration.

ACADEMIC DISTINCTIONS

The following awards symbolize outstanding academic achievement.

Honor Roll - 3.0-4.0 GPA

FINALS

Grades 9-12 will be given mandatory finals at the end of each semester. A student's attendance will help determine if a student is responsible to participate in the semester final. A student may opt out of a final IF:

- their grade is an A and has 3 or less absences* in the class for the semester
- their grade is a B and has 1 or less absence* in the class for the semester
- their grade is a C and has NO absences* in the class for the semester

*School activities do not count as an absence. If you are exempt for any of the above reasons, you do not have to attend school on the day of finals but will instead be offered the opportunity for college career readiness by either job shadowing or researching colleges or careers. **A Job Shadowing form must be completed and returned to the front office before the day of final.**

DISTRICT ASSESSMENTS

Missouri Assessment Program (MAP)

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. The MAP test is taken in the areas of communication arts and mathematics in grades 4-8. Additionally, students in grades 5 and 8 take the science portion of the MAP test. All students enrolled in the tested grade levels/subject areas are required to test.

End-of-course (EOC)

Assessments will be administered to high school students in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). All students, unless eligible for a waiver under Board Policy IL-1, will be required to take an EOC for each of the following courses:

- Algebra 1 or Algebra 1B
- Biology
- English 2
- Government
- Any optional EOC tests the district chooses to participate in

Failure to take the exam will result in withholding credit until the exam is taken.

End of Course Exams will be given in all required and optional courses as determined by the MO Department of Elementary and Secondary Education. Students' scores on the exams may count for 10% of their final grades in tested courses.

College & Career Readiness (CCR) Exams

All graduating seniors must have a score on file from a qualifying College and Career Readiness exam, including ACT, SAT, COMPASS, ASVAB, or Work Keys. Beginning with the class of 2016, all juniors will be given the ACT as part of the Missouri Assessment Program.

PROMOTION/RETENTION

A student's achievement of the skills assigned and student readiness for work at the next grade level will be required before the student is assigned to the higher grade. Parents are encouraged to monitor their child's progress and inform the classroom teacher and administrator if they have concerns regarding their child's placement—(Board Policy Reg. #2520). State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

In order to be promoted to the next grade level a student must have completed and successfully passed three of the following core subjects: English, Social Studies, Science, & Math

High School students must have earned the following credits to be classified in the corresponding grade levels:

Freshman	0-7 Credits	Juniors	14-21 Credits
Sophomores	7-14 Credits	Seniors	21+ Credits

* Students must earn 26 credits prior to the graduation ceremony to participate. Seniors with less than 20 credits must have a Credit Recovery Plan on file with the counselor. Credit recovery for grades 9-11 must be completed by the end of semester 1 of the student's Senior year. Seniors must complete senior year semester 1 credit recovery by the end of 3rd quarter.

INDIVIDUALIZED INSTRUCTION

Students who are eligible for individualized instruction may receive credit for individually designed programs that are implemented in a resource classroom. Students receive credit for regular courses, which have been modified to accommodate individual student needs. When a student's disability prevents them from participating in certain activities, special classes may be substituted for otherwise required classes. Substitution of classes and the type of credit which will be awarded for these classes are determined individually and are reflected on the student's Individual Educational Plan (IEP) or their 504 Plan.

GUIDANCE SERVICES

The guidance staff uses the Missouri Comprehensive Guidance Program as a model for developing guidance services for all students. The following will give students and parents an idea of the areas in which counselors assist:

- A. Career Planning and Exploration
 - a. Planning high school courses
 - b. Selecting from the six Career Pathways
 - c. Exploring individual interests and abilities
 - d. Exploring various careers
 - e. Making decisions about post-secondary education and training

- B. Knowledge of Self and Others
 - a. Handling personal difficulties
 - b. Understanding and getting along with others
 - c. Understanding the importance of a healthy lifestyle

- C. Educational and Vocational Development
 - a. Improving learning and study skills
 - b. Making decisions
 - c. Preparing for and finding a job

Career Resources

The Counseling Center has a variety of resources to assist students in planning and preparing for the future. Information about admissions to vocational/technical schools, four-year colleges and universities, financial aid and scholarship opportunities, testing, etc. is available to the students. Computer programs and other resources are also available in the Career Section in the counselor's office. Students and parents are encouraged to use any and all of these resources.

LIBRARY MEDIA CENTER

The Library Media Center (LMC) is a symbol of the quality of educational services provided by Chadwick Schools. We urge students to take full advantage of this resource. It is expected that library users respect and abide by the following LMC rules and policies:

Library Policies

In order to provide an environment in which all library patrons may productively use the LMC, students should be engaged in reading, book selection, or other academic endeavors.

Checkout Limits and Procedures

All materials must be checked out before being removed from the library media center. Kindergarten students may check out one item at a time. Students in grades 1-12 may have a maximum of four items

checked out at any one time. Magazines and books are checked out for three weeks. Books may be renewed one time.

Overdue Books

Elementary students are allowed to check out one book in addition to an overdue book. Students in grades 7-12 will lose all checkout privileges until their account is no longer overdue. If additional materials are needed for a specific research project, the student may make special arrangements with the librarian.

Computer Usage

The computer lab is for academic use only. Students are not allowed to email, use chat rooms, load personal software, play games during the school day, change the settings, download from the Internet, or print for personal use. Students who use a computer with downloaded material without notifying the staff may be subject to restricted privileges. All other school Internet use policies apply.

Students engaged in the above activities will have their computer privileges restricted for one week for the first offense and for the remainder of the semester for the second offense.

Other

Food, drink, or tobacco products are not allowed in the LMC.

TECHNOLOGY ACCESS/USAGE POLICY

The Chadwick School District recognizes the educational and professional value of electronic-based information technology, both as a means of access to enriching information and as a tool to develop the skills that students need. The district's technology exists for the purpose of maximizing the educational opportunities and achievement of district students. The professional enrichment of the staff and Board, and increased engagement of the students' families and other patrons of the district are assisted by technology, but are secondary to the ultimate goal of student achievement. Use of technology resources in a disruptive, manifestly inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Development of students' personal responsibility is itself an expected benefit of the district technology program.

Access and Use of the School Network

Use of the district's technology resources is a privilege, not a right. Students and the student's parent(s), guardian(s), or person(s) standing in the place of a parent must have an appropriately signed User Agreement on file with the district before they are allowed access to district technology resources. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign the User Agreement without additional signatures. Students who do not have a User Agreement on file with the district may be granted permission to use district technology by the superintendent or administrators of computer resources in unusual situations. No student will be given access to district technology if they are considered a security risk by the superintendent or administrators of computer resources.

Personal devices will not be permitted use of the network or internet without prior authorization.

All users shall immediately report any security problems or misuse of the district's technology resources to an administrator or teacher. Use of district technology resources in attempting to gain or gaining

unauthorized access to any technology system or the files of another is prohibited. The unauthorized copying of system files is prohibited. Deletion, examination, copying or modification of files and/or data belonging to other users without their prior consent is prohibited. Any attempts to secure a higher level of privilege on the technology resources without authorization are prohibited. Any unauthorized, deliberate, or negligent action that damages or disrupts technology, alters its normal performance, or causes it to malfunction is prohibited, regardless of the location or the duration of the disruption. Mass consumption of technology resources that inhibits use by others is prohibited.

Users are responsible for the use of their passwords and user IDs. **Giving out this information to unauthorized users is forbidden.** Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The school district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law. Unless authorized by the district, non-educational Internet usage is prohibited.

Accessing, viewing or disseminating information using district resources, including e-mail or Internet access, that is pornographic, obscene, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors is prohibited. Accessing, viewing or disseminating information on any product or services not permitted to minors is prohibited unless under the direction and supervision of district staff for curriculum-related purposes. Accessing, viewing or disseminating information using district resources, including e-mail or Internet access, that constitutes insulting or fighting words, the very expression of which injures or harasses other people; presents a clear and present likelihood that because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school; or will cause the commission of unlawful acts or the violation of lawful school regulations is prohibited.

E-Mail

All users must recognize that they do not have a legal expectation of privacy in any e-mail use activities involving the district's technology. An e-mail address, if granted, is provided to users of this district's network and technology resources only on condition that the user consents to interception or access to all communications sent, received or stored using district technology. All users must adhere to the same standards for communicating on-line that are expected in the classroom, and consistent with district policies, regulations and procedures. A user is responsible for all electronic mail originating from the user's email address. Forgery or attempted forgery of e-mail messages is illegal and prohibited. Unauthorized attempts to read, delete, copy or modify e-mail of other users are prohibited. Users are prohibited from sending unsolicited electronic mail to more than three addresses per message, per day, unless the communication is necessary, employment-related function, or an authorized publication. A user should send an attachment only when it is necessary, when the same thing cannot be accomplished in a text file.

Content Filtering and Monitoring

The district will monitor the on-line activities of minors and operate a technology protection measure (filtering/blocking device) on all computers with Internet access, as required by law. The filtering/blocking device will protect against access to visual depictions that are obscene, harmful to minors and child pornography, as required by law. Because the district's technology is a shared resource, the filtering/blocking device will apply to all computers with Internet access in the district. Evasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a serious violation of district policy.

Safety

All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet. Student users are prohibited from sharing personal information about themselves or others over the Internet, unless authorized by the district. Student users shall not agree to meet with someone they have met on-line without parental approval. A student user shall promptly disclose to their teacher or another school employee any message the user receives that is inappropriate or makes the user feel uncomfortable. No curricular or non-curricular publication distributed using district technology will include the address, phone number or e-mail address of any student without permission.

All district employees will abide by state and federal law and Board policies and district rules when communicating personally identifiable information about students. Employees shall not transmit confidential student information using district technology, unless designated for that use. Teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate uses of technological resources, monitoring student use and for ensuring that students understand that misuse will result in the loss of access privileges and possible disciplinary and/or legal actions.

Copyright

Copyrighted materials, whether they are print or non-print, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with the law. It is the responsibility of all district staff to notify the administration of any potential violation of law or policy. No person will use the district's technology to post, publicize or duplicate information in violation of copyright law.

Violations of Technology Usage Policies and Procedures

All damages incurred by the district due to the misuse of the district's technology resources, including the loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology. Administrators of computer resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violation of the law or district policies, regulations and procedures. Any violation of district policy, regulations or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges, disciplinary action including possible expulsion from school, suspension, or legal action.

Software

Users may only install and use properly licensed software, audio or video media purchased by the district or approved for use by the district. All users will adhere to the limitations of the district's technology licenses. The installation of shareware or freeware must be approved by the administrators of technology prior to installation. At no time will district technology or software be removed from the district premises, unless authorized by the district.

Hardware

All users will use the district's property as it was intended. Technology or technology hardware will not be installed, lifted, moved or relocated without permission from an administrator. All users will be held accountable for any damage they cause to district resources. The use of unauthorized equipment with the district's network is not allowed. All district technology resources are considered school property. The district may remove, change or exchange hardware or other technology between buildings, classrooms, employees, students or any other user at any time, without prior notice. Authorized district personnel may load or delete new programs or information, install new equipment, upgrade any system or enter any

system to correct problems at any time.

Exceptions

Exceptions to district rules will be made for district employees or agents conducting an investigation of a use that potentially violates the law, district policy, regulations or procedures. Exceptions will also be made for technology administrators who need access to district technology resources to maintain the district's resources or examine and delete data stored on district computers.

Waiver

Any user who believes they have a legitimate reason for using the district's technology in a manner which may violate any of the district's adopted policies, regulations and procedures may request a waiver from the building principal or superintendent. In making the decision to grant a waiver to a student, the administrator shall consider the purpose, age, maturity, and level of supervision involved.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis. The district is not responsible for loss of data, delays, non-deliveries, mis-deliveries or service interruptions. The district does not guarantee the accuracy or quality of information obtained from the Internet, or use of its technology resources. Access does not include endorsement of content or the accuracy of the information obtained. Chadwick School District reserves the right to modify the Technology Usage Policy at any time. It is the responsibility of the user to check for policy changes.

Examples of Appropriate Use

- Updating and running virus software on a regular basis.
- Requesting permission/assistance from the technology administrators prior to installing any software or hardware
- Deleting unwanted messages or old data from computers
- Acknowledging the receipt of documents or files
- Using free clipart sites as sources for website images
- Using the Internet to find information for an assignment
- Using e-mail to collaborate with other classrooms on activities
- Using e-mail to communicate with peers to discuss educational issues
- Using the Internet to locate curriculum related resources
- Scanning a floppy disk for viruses before using it on a school computer

Examples of Inappropriate Use

- Using inappropriate language in an e-mail message
- Using language in an e-mail message to promote violence or hatred
- Sending or receiving an e-mail message with a large attachment (over 1 meg), such as a family photograph
- Providing your name, address, phone number, or credit card information to a web site or in an e-mail message
- Downloading music files or games from the Internet
- Downloading and installing freeware such as Gator
- Sending unsolicited chain mail
- Accessing unauthorized or inappropriate areas on the network, deleting or uploading files
- Sending an e-mail message for solicitation or advertisement purposes

- Installing software from home on a classroom computer
- Accessing inappropriate sites
- Using someone else's ID and password to log on to a district's server or into the SIS program.
- Accessing chat rooms
- Students accessing the Internet without a teacher or other staff member present
- Using the network for any illegal activity, including violation of copyright or other contracts
- Using the network for private financial or commercial gain
- Gaining unauthorized access to resources
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented threatening, racially offensive, harassing, or illegal material

ATTENDANCE/ ABSENCES

There is a direct correlation between regular attendance and academic learning. Good attendance benefits a student's education. Every day a student misses school, they get more than two days behind their peers because they must make up missed learning and catch up with new learning at the same time. Good attendance raises the student's chance to score well on tests. A child learns more about responsibility each day they attend school.

The following attendance procedures are provided to assist Chadwick Schools in achieving the highest level of service for students, parents/guardians and faculty.

Please ensure:

- Students arrive at school and in class on time.
- Notify the attendance office of the student's absence in a timely manner.
- Plan family vacations during non-school days.
- Try to schedule doctor appointments for your child after school hours.

ATTENDANCE POLICY

Compulsory Education. The State of Missouri requires that every parent or guardian, having control or custody of a child between the ages of 7 and 17, to cause said child to attend a school not less than the entire term of the school which the child attends. Any parent or guardian who violates the provisions of Sections 167.031 is guilty of a misdemeanor. Parents who do not abide by the compulsory attendance law will be referred to local authorities.

Administrative discretion will be used for all attendance issues. Any student who has excessive absences may be reported to the Christian County Prosecutor.

TARDY POLICY

Tardies are accumulated on a quarterly basis. Students who are tardy (late) to school or their class **MUST** report to the office **BEFORE** checking in with the classroom teacher. Any secondary student (grades 5 – 12) who is tardy for more than 15 minutes of the class time is considered to be absent from that class. **If a student accumulates 3 tardies in one class (per quarter) this will be counted as one absence only in regards as to whether or not the student will have to take the final exam for that particular class. Six tardies per class/per quarter will result in two absences, and so on. Six tardies per semester may also result in ISS, detention or other disciplinary action.**

ABSENCE POLICY

Parents are required to notify the school of their child's absence from school, or their absence will be considered unexcused regardless of the reason. Please try to call by 8:30 a.m. on the day of the absence or send an e-mail to mainoffice@chadwick.k12.mo.us. Any notes may be brought in on the day of return.

Absence Procedures upon Return to School

Any time a student is absent from a class or school they will need to bring a note. Please write notes in pen. Notes written in pencil can be altered and will not be accepted.

Please provide the following information on your child's note:

1. *Student Name (first and last name)*
2. *Date(s) of absence. ie. 09/09/09 rather than Monday, tomorrow*
3. *Reason for absence*
4. *Permit to Leave: include time student must leave school.*

Part Day Absences

Students and parents should make every attempt to ensure that the student does not miss important classroom time and risk falling behind in their learning. Please try and schedule your student's absence for appointments as close to the beginning or end of the school day as possible. We suggest that appointments be scheduled for early release days. District calendars are available in the main office.

Permission to Leave School

If a student needs to leave school early, please provide a note or call by 8:30 a.m. to notify the office. Students will not be permitted to use the phone to call for permission to leave early. Students who leave early will need to check out before they leave school or they will be considered truant.

Vacations

Prior to a student leaving for vacation, they will need to obtain a permission form from the office to obtain their assignments for the days they will be absent.

Assignments and Make-up Work

Assignments given prior to the student's absence are due immediately upon return. Should a student be absent for several days, the parent/guardian may request the student's assignments be sent home during the absence. It will be the parent/guardian's responsibility to pick up and deliver homework materials. Please call 3 hours in advance to give adequate time for the teachers to gather all homework assignments prior to coming to pick them up.

Students will have one day per each day absent to make up any missed assignments.

EMERGENCY DRILLS

Fire, storm, and emergency drills will be rehearsed throughout the school year. Students are instructed by teachers on the procedures to follow. Procedures are posted in every classroom.

EMERGENCY CLOSINGS

There is always the possibility of an unscheduled closing of school. This could be caused by inclement weather, fire breakdown, or civil emergencies. Parents and students are encouraged to listen to local radio and television stations (KY3, KOLR 10, KTTS) for notification of school closings rather than calling the school. Chadwick School also utilizes the automated emergency notification system to alert parents/guardians of school closings. If you do not wish to be alerted on this system, please contact the

main office and asked to be removed from the system. Be sure to instruct your child (and inform the office) as to where to get off the bus or where to go if such an emergency were to arise and a parent/guardian is unavailable to be home.

NOTIFICATIONS

Chadwick utilizes an emergency broadcast system that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. This requires no registration by the parent. All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein. Chadwick School will continue to report school closings due to snow or weather on local radio & TV stations and will use this system as an overlay to the public announcements. The service may also be used to communicate general announcements, reminders, and/ or attendance and discipline notifications. When used, the service will simultaneously call all listed contacts and will deliver a recorded message. The service delivers the message to both live answers and answering machines. Calls where the line is busy or where no one answers will be automatically retried twice in fifteen-minute intervals after the initial call.

Here is some specific information you should know:

- **Live Answers:** There is a short pause at the beginning of the message, usually just a few seconds. Answer your phone as you normally would, “hello,” and hold for the message to begin. Multiple “hello’s” will delay the message. Be sure to inform all family members who may answer your phone of this process.
- **Answering Machines:** The system will detect that your machine has answered and will play the recording to your machine. The maximum number of rings before hang-up is five. Make sure your machine answers after four rings or you may miss the message.
- **Message Repeat:** At the end of the message you will be prompted to ‘press any key’ to hear the message again. This is very helpful when a child answers the phone and hands it to a parent, who can then ‘repeat’ the message in its entirety. Emails: If you have this option and if you supply the school with your email address, you can be included in the email broadcasting service. The office can then send messages to you, electronic newsletters, or even a .wav file of a phone broadcast message.
- **Attendance:** You will be notified each day your child misses a certain number of classes. To minimize these calls, make sure to inform the school when you KNOW your child will miss classes on a given day.

BUS/TRANSPORTATION SERVICES

It is the policy of the local Board of Education to provide safe buses, each bus having liability insurance; a competent bonded driver; and routes established for economy, time, size of load, and road conditions. Any bus ride, to or from school, is an extension of the school day. All rules, regulations, and policies that pertain to school classrooms and premises pertain to the bus. Any student whose conduct, attire, or personal belongings is improper, or jeopardizes the safety of other students or the bus driver, will have their transportation services suspended for such a time as deemed proper by the administration. Students should obey all bus rules and be respectful and courteous to the driver and other students at all times. The driver, like the classroom teacher, is in charge of their environment, has the authority to assign seats and/or call parents, and is encouraged to refer students to the school administration for disciplinary action. To ensure the safety of the children, bus drivers, and routes:

- Make sure that child/children are on time at the bus stop.
- Accompany students grades K-3 to the bus in the morning and meet them in the afternoon, if at all possible.

- Review the following bus rules with each child.

SCHOOL BUS RULES

1. Keep head, hands, feet, and all of the body inside the bus at all times.
2. Remain seated at all times.
3. Use classroom voices; do not shout.
4. Face the front; do not turn around.
5. No foul or obscene language/gestures
6. Be respectful of the driver and of other students.

Bus Violation Consequences

Please be advised the disciplinary code of conduct may supersede these consequences. The bus driver has the right to discipline students to the degree of classroom conduct. The administration is authorized to modify or even waive these steps depending upon the severity of the offense. The below mentioned consequences are merely a guideline for imposing reasonable consequences. The rules listed above are not intended to include every violation. Incidents not listed above will be handled on an individual incident basis.

- 1st offense: Warning/conference with administration
- 2nd offense: 1-3 days suspension from bus
- 3rd offense: 3-5 days suspension from bus
- 4th offense: 5-10 days suspension from bus
- 5th offense: Permanent removal from bus

Upon suspension from the bus, parents/guardians are responsible for student transportation to and from school and school activities. Any absences due to the suspension of bus privileges will be considered unexcused.

Snow Routes

In the event that main roads are passable but side roads are not yet cleared, snow routes have been established. Buses will run an abbreviated route and parents can meet buses at designated locations.

FOOD SERVICES

Chadwick School District is pleased to provide breakfast and lunch options for students and staff members. This program is designed to be a service that is self-sustaining. This means that the costs charged for food items needs to pay for the food, personnel costs and other fees associated with bringing the food services to you

Students will be given ID cards to use throughout the year. Prices are as follows:

Breakfast	All Students	\$1.50	Extra juice	\$.35
	Adults	\$2.00	Extra milk	\$.40
	Reduced	\$.30		
Lunch	K-4th	\$1.75		
	5th-12th	\$2.00		
	Adults	\$2.75		
	Reduced	\$.40		

If the family is unable to pay regular prices, they may qualify for free or reduced meals. Applications for free or reduced price lunch/breakfast are available in the main office. **Students who have been approved for free meals may always receive full breakfasts and lunches without charge. Students who have been approved for reduced price meals and have reached the charge limits may be given commodity meals until the funds are presented for the portion owed.** The list of students who participate in this program will remain confidential. All ID cards, regular price or free/reduced, will be identical.

Payment methods for food service products:

Food items are to be paid for by cash, check or from funds already deposited in meal accounts.

Charging policies have been mandated by law. The following procedure is required to be provided to every household in the District:

**FOOD SERVICE MANAGEMENT
(Meal Charges)**

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

Notice

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administrators, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook.

Employees

Employees may charge meals only after completing the form provided by the district authorizing the district to withhold the amount of any unpaid charges from the employee's pay. The district will withhold amounts due from meal charges in the pay period immediately after the charges are made. Employees may appeal a deduction for meal charges using the process outlined in policy DLB.

Students

1. A student may not accumulate more than ten unpaid meal charges.
2. Students may not charge à la carte items.
3. A student with money in hand will not be denied a meal even if the student has past due charges.
4. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Alternative Meals

If the district's meal service line is designed to collect payment prior to students receiving food, a student who has accumulated ten unpaid meal charges and is still unable to pay for meals may be provided an alternative meal. Alternative meals will be on the regular serving line and will be available to all students as an alternative to the regular meal. If a student has been provided a regular meal, that meal will not be taken away from the student even if the student should have been provided an alternative meal due to unpaid meal charges.

Interventions

After a student accumulates five unpaid meal charges, the district will encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to a counselor for intervention. The counselor will:

1. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
2. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the situation.
3. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.
4. Provide other resources as applicable.

District employees are mandated by the state of Missouri to report any instances of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

Working with Parents/Guardians

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. Provide timely notification to parents/guardians when account balances run low (when applicable) and may notify parents/guardians each time their student charges a meal.
2. Invoice parents/guardians for unpaid meal charges during the district's monthly billing cycle, in addition to providing notification of outstanding balances by other means.
3. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

DEBT COLLECTION

Delinquent Debt

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best

interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the costs of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

Bad Debt

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using non federal funds. NSFAS resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs. Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.
2. State and local funds provided to cover the cost of student meals.
3. Local contributions from organizations or individuals.
4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFAS.
5. Revenue from the sale of à la carte items and profits from foods not purchased with NSFAS funds and funded by an account separate from the NSFSA.
6. Revenues from catering or contracting services that operate from an account separate from the NSFAS.

Records

The district will maintain detailed records pertaining to delinquent and bad debt, including:

1. Evidence of efforts to collect unpaid meal charges.
2. Evidence that collection efforts fell within the time frame and methods established by this procedure.
3. Financial records showing when delinquent debt became bad debt.
4. Evidence that funds written off as bad debt were restored to the NSFAS from non federal sources.

Account balance statements will be mailed periodically throughout the school year.

If you do not want your child to charge, you may contact the school's food service cashier to place a no charge order on their account.

NONDISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form , (AD-3027) found online at: How to File a Complaint , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax: (202) 690-7442; or

Email: program.intake@usda.gov

This institution is an equal opportunity provider.

HEALTH SERVICES

Parents/Guardians can increase their child's effectiveness in school by providing good nutrition, adequate rest, and cleanliness, medical and dental care. Although a physical examination for each student is not required before entering school each year, it is desirable. It is also imperative that your child's immunizations be kept up to date as recommended by your family physician. State law dictates that immunizations be current for school attendance. The Christian County Health Department will provide the necessary immunizations at their facility in Ozark. Students with special health problems such as vision, hearing, diabetes, epilepsy, etc should report these to the health aid at the beginning of the school year. **Students must obtain permission from the classroom teacher before going to the health office.**

MEDICATION POLICY

The following policy has been established regarding the dispensing of medication during school hours:

- No over the counter medication will be given without parents/guardians written consent unless it is prescribed by a doctor.
- Medications will be kept in the health office and administered by school personnel only.
- Medicine prescribed by a doctor must be in a prescription bottle. Pharmacists can give you an extra labeled bottle to use at school. The bottle must include the student's name, date, name of medication, specific instructions for taking medication, and name of doctor prescribing.
- Appropriate form must be completed by parent/guardian and the physician to accompany the medication bottle.
- It should not be necessary to give more than one dose of medication per day during a six-hour school day. Your doctor may be able to schedule all doses of medication to be taken at home. Exceptions must be arranged with school personnel..
- Respiratory inhalers are medication and require appropriate forms provided by a physician/parent.
- Students **MUST** bring any over the counter medicine to the Principal or designee in the manufacturer's original packaging and will not be allowed to share medicine.

HEAD LICE

All elementary students will be checked by the health aid or teacher for head lice during the school year as needed. Any student found to have head lice and/or nits will be sent home for treatment. The student cannot ride the bus or be readmitted to school without being re-checked by school personnel. The student must be free of lice and nits before they can return to school. The parent/guardian is responsible

for the control of head lice, and absences for prolonged head lice infestation will not be considered excused absences.

DRESS CODE

Students are expected to display personal cleanliness, neatness, and appropriateness of attire at all times and at all school sponsored activities. Decisions regarding appropriate attire will be based upon the following guidelines:

- Clothing must not be disruptive to the educational environment.
- Clothing will not, in any form, display inappropriate language or graphics, or advertise, support, or suggest the usage of tobacco products, alcoholic substances, or illegal drugs.
- Sunglasses, visors, or any other nonprescription eye covering is prohibited.
- Any article of clothing or jewelry that presents a health or safety risk will not be allowed and will be confiscated. Chains hanging from clothes will not be allowed.
- Blouses and shirts are to cover the midriff. Halter tops, backless, spaghetti strap attire, transparent tops, muscle shirts, or any clothing that displays excessive skin are NOT acceptable. Tank tops may be worn as long as no undergarments are visible.
- Shorts or skirts should be below fingertip level when arms and hands are fully extended downward at the student's sides.
- Any stretch material should be worn with a shirt long enough to cover the backside **and** extend around to the front. This includes but is not limited to yoga pants, leggings, bicycle shorts, etc..

Dress and appearance must not present health or safety hazards, be indecent, disruptive or inappropriate for the educational environment. Students wearing unacceptable attire will be asked to correct the problem or face additional disciplinary action. Final decisions regarding the appropriateness of apparel will be at the discretion of the administration. Age level appropriateness will be taken into consideration.

BACKPACKS/ BOOK BAGS

Backpacks and/or book bags must be of a size to fit in lockers or in designated areas in classrooms. All backpacks/book bags must be hung up on the provided hooks. They may not be stored in the hallways or on top of the lockers.

LOCKERS

Lockers are provided for grades 7-12 to store books and school material. The school will not be responsible for the loss of a student's personal property. A student may bring a lock to secure their belongings if they so choose. The locker combination or extra key must be kept in the principal's office. Any change in locker assignments must be cleared through the principal's office. The locker is school property and is subject to be searched according to Board Policy JFG and state law. Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy, or state laws. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information.

SEARCH AND SEIZURE POLICY

Lockers, desks, and storage areas are the property of Chadwick School District. No student may use a locker, desk, or storage area for any substance or object which is prohibited by law or school rules or which pose a threat to health, safety or welfare of the occupants of the school building or building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops reasonable suspicion that any container inside the locker, including but not limited to purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

When individual circumstances in a school dictate it, a principal may order that vehicles parked on school property by students, containers, packages, lockers or other enclosures used for storage by students, and other areas accessible to students be searched in the principal's presence or in the presence of other members of the principal's staff.

Individual circumstances requiring a search may include incidents on school property, including school buses, involving, but not limited to, the use of dangerous weapons, drugs or drug paraphernalia by students, which are known to the principal or other staff members, information received from law enforcement, juvenile or other authorities indicating a pattern of drug dealing or drug use by students of that school, any assault or attempted assault on school property with dangerous weapons, or any other actions or incidents known by the principal which give rise to reasonable suspicion that dangerous weapons, drugs or drug paraphernalia are held on school property by one (1) or more students.

ELECTRONIC DEVICES/CELL PHONES

Cell phones and cameras will be prohibited in all restrooms and locker rooms. Personal audio devices are discouraged. Use will be minimal and at the discretion of each individual teacher. Bringing these items to school is at the student's own risk. Staff members will not spend valuable time searching for lost devices. If a student brings any electronic device to school and its use is disruptive to school or class, it will be confiscated and the student's parent/guardian must pick it up at the principal's office. Cell phone use will not be permitted during class unless a teacher has requested use for educational activities.

LOST AND FOUND

Articles found on school grounds should be turned in to the classroom teacher or main office. Instruct your child to check immediately if an article is missing. Articles which accumulate in the office will be disposed of after an appropriate period of time has been provided to be claimed. You can assist us by having your child's name on coats, book bags, lunch boxes, etc. Also, insist that your child leave non-school items at home. Personal belongings such as mp3 players, cell phones, gaming devices, etc. are highly discouraged at school. The school will not be held liable for such items.

HALL PASSES

Students are required to have a hall pass if they are in the halls during class times. If they do not have a hall pass, the result will be a referral.

SODAS

Due to federal mandates, students will not be allowed to drink sodas or energy drinks during the school day. **Open cans/containers of drinks are NOT ALLOWED in the halls.** Any drinks found in the halls or classrooms will be confiscated. Drink machines are considered "at risk." No refunds are given for money lost in the machines.

TELEPHONE

Students should not need to use the telephone during the school day. If a child is ill, the office or health aid will arrange for a parent/guardian to be contacted. Students will be given permission to use the phones only for an emergency during school hours. See page 2, "Contacting Staff or Students".

POSTERS/DISPLAYS

All posters and displays must be approved by the principal before they may be displayed. Flyers for school events and fundraisers should be posted in designated locations only. Please see your class or club sponsor.

STUDENT DRIVERS

Students who drive to school must supply the office with a copy of their driver's license and insurance card. Students who drive a motor vehicle to school must know and obey the following:

- **Park in assigned areas only.**
- Students are to leave their cars immediately upon arrival on school grounds.
- **Students are not allowed to return to their cars during the day.**
- Students will not be allowed to leave school grounds during the day without permission from the principal or properly signing out in the front office with parent permission.
- Motorized vehicles are allowed only on school driveways and parking lots.
- **Speeding or careless driving on school grounds or while entering or leaving the school is not permitted.**
- Students are to obey all traffic rules as set forth by the Missouri Department of Safety and Highway Patrol.
- Students are not to leave the parking area until after the buses have departed for the school day.

Failing to obey any of these rules will result in the loss of the privilege of driving to school.

EXTRA-CURRICULAR ACTIVITIES

Dependent upon interest, the following activities may be offered at Chadwick:

Art Club	Future Farmers of America (FFA)
Chess Club	National Honor Society (NHS)
Drama Club	Fellowship of Christian Athletes (FCA)
Academic Team	

ATHLETICS

The following sports are offered at Chadwick:

Basketball – Jr. High Boys, JV/Varsity Boys, Jr. High Girls, JV/Varsity Girls

Volleyball - Jr. High and JV/Varsity Girls

Baseball – Jr. High Boys, Varsity Boys

Softball – Jr. High Girls, Varsity Girls

Cross Country – Jr. High Boys/Girls, High School Boys/Girls

Track – Jr. High Boys/Girls, High School Boys/ Girls

Athletic Regulations

Chadwick School is a member of the Missouri State High School Activities Association (MSHSAA). MSHSAA establishes the rules and regulations that must be followed by student athletics. Coaches and sponsors

are responsible for knowing these rules and for making sure athletics comply with these rules. These rules can be found in the MSHSAA 2022-2023 handbook. Coaches and sponsors may mandate additional requirements. It will ultimately be each student's responsibility to comply with all state and local regulations.

Academic Requirements for Sports Participation

Grades 7-8

- You must be enrolled in a normal course load for your grade at the member school.
- You must have been promoted to a higher grade prior to the first day of classes for the new school year. However, even though you may have been promoted, you will be ineligible if you failed more than two courses the previous semester.

Grades 9-12

- You must have earned, the preceding semester of attendance, a minimum of 3.0 units of credit or have earned credit in 80% of the maximum allowable classes
- For your current semester, you must be enrolled in and regularly attending courses that offer 3.0 units of credit or 80% of the maximum allowable credits
- Credits earned or completed after the close of the semester will not fulfill this requirement. Summer high school courses for academic eligibility may count provided the course is necessary for graduation or promotion (no electives), and it is placed on the school transcript. No more than one credit in summer school shall be counted toward eligibility. Correspondence courses do not count.
- Students promoted for the first time into 7th or 9th grade are considered academically eligible for the first semester after promotion.
- You must be making satisfactory progress toward graduation
- Do not drop courses without first consulting with the principal, athletic administrator or counselor to determine whether it will affect your eligibility.

Athletic Sportsmanship

We encourage students to support our team's involvement in interscholastic competition. However, students who attend or compete in contests must keep in mind that respect for others will be demonstrated at all times. Accordingly, booing, stomping the floor or bleachers, cursing, throwing objects, or making insulting remarks to others will not be tolerated. You will be removed from the building and appropriately disciplined.

Athletic/Extra-Curricular Participation

Students who do not have an excused absence will not be permitted to participate in extra-curricular activities for that day or weekend participation. **Absences MUST be approved by the Principal beforehand.**

RULES OF CONDUCT

Just as education is important to our society, teaching discipline and maintaining order are imperative to the success of education. The rules of conduct are designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operations of the school district.

1. Fighting will not be tolerated on school property, including school buses.
2. Cursing and use of foul language is prohibited at school or any school related functions.

3. Students are not to bring objects to school that may interrupt classroom behavior or the educational process.
4. Drinking alcoholic beverages or using any form of narcotics while on school grounds or at school sponsored activities will be reason for suspension from school and, in some instances, subject to legal action.
5. Once a student arrives at the school grounds or boards a school bus, they are considered at school. A student may not leave school for any reason without properly checking out at the main office.

Classroom Conduct

Each teacher will develop a list of classroom rules or expectations for the students in the classroom. The purpose of these rules is to establish an atmosphere under which the teacher and students can perform. They will be discussed with the students at the beginning of the school year and reviewed on a regular basis. In addition, the teacher will discuss the consequences resulting from negative behavior. It is the purpose of these consequences to correct those behaviors, which are not acceptable in the classroom. In doing so, it is our goal to teach students responsibility and self-discipline.

Cafeteria Conduct

The following cafeteria rules have been established to provide for the safety and comfort of all students while eating in the school cafeteria:

1. School rules apply in the cafeteria at all times.
2. Follow directions given by any teacher or staff member.
3. Keep hands, feet, and objects to self.
4. Speak in a normal voice tone.
5. Pick up trash from your table and floor around you.
6. No food or open containers are allowed outside of the cafeteria.
7. Students will not be allowed to use the microwave in the cafeteria.

Hallway Conduct

Any time a student is in the hallway, they are expected to behave in a manner which is consistent with classroom and school rules. Horseplay, running, and yelling will not be tolerated in the halls.

Assembly Conduct

Throughout the school year, Chadwick will host and organize many assemblies. Students are to behave appropriately and demonstrate good citizenship during all assemblies. Any misbehavior will result in a student's immediate removal from the assembly and possible further disciplinary action.

HARASSMENT POLICY

The Chadwick School District is committed to providing an environment which is free from intimidating, hostile, or offensive behavior; unwelcome sexual advances; requests for sexual favors; and other verbal/nonverbal/physical conduct or communication constituting harassment, sexual or other. Harassment by an employee, student, or other person in the district against any person is strictly prohibited. Bullying is any intentional, repeated, aggressive behavior by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals. Bullying occurs when a student:

- Communicates with another by any means including telephone, writing or via electronic communications, with the intention to intimidate or inflict physical, emotional, or mental harm without legitimate purpose.

- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included. Allegations of sexual harassment will be investigated and, if substantiated, corrective disciplinary action will be taken, including suspension or expulsion of the student and suspension or termination of the employee, as well as notification of proper authorities.

ZERO TOLERANCE

On the occurrence a student threatens or implies a threat to maliciously harm another person, that student will automatically be referred to the administration office and/or juvenile officials will be notified. All incidents including threats of violence and acts of violence will be referred to local law enforcement agencies. The following guidelines are district policy to help prevent violent situations or in the event that threats or acts of violence do occur from a student:

1. ALL doors are to be locked during the school day except the main entrance.
2. All visitors to the school must report to the office before having access to other areas in the school.
3. The building will practice lock-down procedures and will have in-house security codes to assure the proper response to alarms.
4. Any and all threats to do harm to person or property will be reported to the appropriate law enforcement officials.
5. A conference will be held with the parent/guardian, school official, (law enforcement official if possible) and student before the student is admitted back to school.

CYBER BULLYING

Cyber bullying includes any form of electronic communication which falls under the definition of bullying. Cyber bullying will be addressed as a discipline issue even if it occurs off campus if it disrupts the education process at school.

MISSOURI SAFE SCHOOLS ACT

The Missouri Safe Schools Act, which was passed in 1996, primarily deals with the following areas of a school district's operation: policy development, student admission and enrollment residency requirements, and reporting and record keeping. The Act was amended in 1997 and 2000. The purpose of the act is to ensure that a safe environment is maintained in all Missouri Schools. Accordingly, the Chadwick R-1 School System complies fully with the mandates of the law.

Chadwick Schools will remain a safe and orderly environment in which to learn. If a student feels threatened in any way, this should be reported to the principal immediately. The student may also call the Missouri School Violence Hotline at 1-866-748-7047.

VANDALISM

Students guilty of willfully defacing, damaging, abusing, destroying, or stealing any school property will pay for all damages caused by the vandalism and will be appropriately disciplined. The action may be reported to the local law enforcement agencies.

WEAPONS

The possession or use of a weapon by any person, except where authorized by law, shall be prohibited in all school buildings, on or about school grounds, and at all school activities. A weapon shall be defined as any instrument or device customarily used for attack or defense against an opponent, adversary, or victim; or any instrument or device used to inflict physical injury or harm to another person. Violators of this

policy may be referred to the appropriate legal authorities. In addition, any student who violates this policy will be subject to suspension and/or expulsion from school in accordance with the Safe Schools Act of Missouri. In accordance with federal law, any student who brings or possess a firearm on school property will be suspended from school for at least one calendar year. This suspension may be modified on a case-by-case basis upon recommendation by the superintendent or the Board of Education.

DISCIPLINARY ACTIONS

1. Loss of privileges may include denial of hall passes, attendance at assemblies, attendance at school activities, participation in sports, going outside, etc. It may also include being restricted to an assigned seat on a bus, at lunch, or in the classroom. Teachers and/or principal may deny privileges.
2. After School Detention refers to a disciplinary “study hall” after school until 4:00pm. Failure to serve detention will result in additional detentions or suspension.
3. In-school suspension (ISS) refers to students being isolated from the mainstream of school activity during the school day. ISS is an alternative to out-of-school suspension (OSS). If students do not conduct themselves appropriately while in ISS, the time will be served as OSS.
4. Out-of-school suspension (OSS). Those students who pose a danger to persons or property or are an ongoing disruption of the academic process may be removed from school. During OSS the student is not to be on school property for any reason and may not participate in or attend any school related activities.
5. Corporal punishment as a measure of correction or of maintaining discipline and order in schools is permitted. However, it shall be used only when 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 by the principal in the presence of the teacher. It should never be inflicted in the presence of other pupils.
6. Expulsion or long term suspension (10+ days) from school may be used by the superintendent of schools for serious misbehavior or reoccurrence of offenses.

DISCIPLINE PROCESS

Teachers will take the following steps when students violate their responsibilities:

1. Warning students individually by name.
2. Conference with students about behavior and expectations. Send a notice home to parents about the conference and what was discussed.
3. If the behavior continues, contact the parent by phone or send a notice requesting a conference. Loss of privilege.
4. Referral to Principal.

Steps may be repeated at the discretion of the teacher based on the time between incidents and the effectiveness in changing student behavior. Major or severe violations of responsibility will result in immediate referral to the principal. Referral to principal will result in after school detention, in-school suspension, out of school suspension, or corporal punishment. Violations of the Safe Schools Act of 1996 and other violations considered being dangerous to self or others will be reported to the Juvenile Office (JO).

The principal shall exercise their own judgment in the administration of disciplinary options. Some violations of responsibility may fall under two or more categories. The principal shall decide under which category it may be placed. The principal will also have discretion as to the level of discipline based on the seriousness of the offense. In the event that 2 or more students are referred to the office for the same offense, the principal will take into account the number of previous office referrals for each student before determining consequences.

Students with handicapping conditions will be worked with through their individual education plan, school board policy, teachers, and principal.

The principal has the right to interpret policy for items not specifically written in this handbook or in special circumstances.

STUDENT DISCIPLINE

After School Detention may be assigned as an option instead of ISS. Students will have 3 days after the incident occurs to serve their detention.

Community Service may be used in place of the listed options for punishment. Corporal Punishment may be used as a last resort. Please see #5 in Disciplinary Actions (previous page).

INFRACTION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Disrespect, insubordination and/or defiant attitude	1-3 days ISS	2-4 days ISS	Suspension (5) days	Suspension (10) days
Academic cheating, forging signatures, or falsifying documents	1-3 days ISS, parent notification, and loss of credit for assignment	2-4 days ISS, parent notification, and loss of credit for assignment	1-3 days OSS, parent notification, and loss of credit for assignment	
Public Display of Affection	1 day ISS	2-4 days ISS	1-3 days ISS	3 days OSS
Wrestling, scuffling, tripping, or horseplay	1-3 days ISS	2-4 days ISS	5 days OSS	10 days OSS
Improper Dress, inappropriate dress, or gang related dress	Warning and must change into appropriate clothing	1-2 days ISS	3-5 days ISS	5-10 days OSS
Chronic failure to work on class assignments during class period (no pencils, paper, books, etc.), failure to comply with instructions	1 day ISS	2-4 days ISS	1-2 days OSS	3-5 days OSS
Disruptive/misconduct – class, halls, cafeteria, assemblies, school grounds, bus, school activities, etc.	1-2 days ISS	2-4 days ISS	4-6 days ISS	5 days ISS

Theft		financial restitution, 2-5 days OSS, referral to juvenile office	financial restitution, 10 days OSS, referral to juvenile office	
Vandalism, willfully causing damage to property belonging to school, staff, students, or other individuals while at school or on school property	1-4 days ISS	4-6 days ISS plus financial restitution	5-10 days OSS plus financial restitution	
INFRACTION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Profane, offensive, obscene language or inappropriate language and gestures directed at staff members	3-5 days ISS	5-10 days OSS	10 days OSS	10+ days OSS
Profane, offensive, obscene language or inappropriate language and gestures directed at fellow students	1-2 days ISS	2-4 days ISS	5 days ISS	5-10 days OSS
Sexual Harassment, the use of verbal, written or symbolic language that is sexually harassing, or physical contact that is sexually harassing	2-4 days OSS	5-10 days OSS	10+ days OSS	
Indecent Exposure, sexual acts, actions etc.	5-10 days OSS	11-90 days OSS	Expulsion	
Fighting, hitting, pushing, shoving in anger or threatening bodily harm to other students. When reasonable doubt exists with respect to the amount of involvement of an individual, the administrator may absolve any student from complicity in the fight.	1-3 days OSS, referral to Juvenile Office	3-5 days OSS, referral to Juvenile Office	10 days OSS, referral to Juvenile Office	11-90 days OSS, referral to Juvenile Office

Assault and battery of another person. Serious assault causing physical injury will result in movement to 2nd Offense	5-90 days OSS, referral to Juvenile Office	Expulsion. Referral to Juvenile Office		
Threatening bodily harm to any staff member	2-4 Days OSS Parents and student will meet with school administrator before student returns to the classroom	5-10 days OSS Parents and student will meet with school administrator before student returns to the classroom.	11-90 Days OSS Parents and student will meet with school administrator before student returns to classroom.	Expulsion
INFRACTION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Possession or use of disruptive/harmful devices, items, etc. (i.e. firecrackers, water balloons, water guns, snowballs, rocks, peashooter, etc.)	2-4 days ISS	3-6 days ISS	2-5 days OSS	5-10 days OSS
Possession of weapons on school properties, including but not limited to, firearms, knives, switchblades, blackjacks, chains, etc.	Suspension for a period of not less than one year. Referral to Juvenile Office.			
Displaying, drawings of and photos of drugs, alcohol, tobacco, or paraphernalia are prohibited	Warning	1-2 days ISS	2-4 days ISS	3-5 days OSS
Tobacco usage, possession of or representation of tobacco usage	1-3 days OSS	3-5 days OSS	10 days OSS	10+ days OSS
Vaping/Possession of Vaping Paraphernalia	2-4 days OSS Loss of extracurricular privileges for 5 days (sports and practices, clubs, driving to school, field trips -N/A if they are Academic).	3-6 days OSS Loss of extracurricular privileges for 10 days	5-10 days OSS Loss of extracurricular privileges for 30 days	

<p>Possession, use, transmission, sharing, or under the influence of illegal drugs, alcohol, or intoxicant of any kind, or any item that is represented to be an illegal drug, alcoholic beverage or intoxicant of any kind.</p>	<p>5-10 days OSS. Notification to law enforcement</p>	<p>11-90 OSS days. Notification to law enforcement</p>	<p>Expulsion. Notification to law enforcement.</p>	
<p>Truancy/Skipping Class</p>	<p>1 day ISS, referral to Juvenile Office</p>	<p>2-5 days, ISS referral to Juvenile Office</p>	<p>2-5 days OSS, referral to Juvenile Office</p>	<p>If Continued, will result in movement to defiant penalties.</p>

The principal has the right to interpret policy for items not specifically written in this handbook or in special circumstances. Any misconduct or inappropriate behavior that is not addressed in this handbook will be dealt with at the discretion of the administrator according to School Board Policy. Age-appropriate discipline will also be taken into consideration. The administrator may also move a student up a step or more on the discipline code in serious violations. Any violation that is unlawful in respect to the city, county, state, or federal governments will be referred to the proper authorities.

Discipline of Students with Disabilities

Any student identified as disabled in PL 94-142 or Section 504 of the Rehabilitation Act, or a student referred for a single disciplinary or multidisciplinary evaluation will be considered disabled. Disabled students shall be afforded all procedural rights under federal and state law. Due process procedures, applicable to suspension or expulsion under state laws as provided in section 167.161 and 161.171. RSMo, shall be provided prior to suspension or expulsion of disabled students.

REHABILITATION ACT: PARENT/STUDENT RIGHTS

Please keep this explanation for future reference (Section 504 of the Rehabilitation Act of 1973). The following is a description of the rights granted by federal law to students with disabilities*. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child to have an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students;

6. Have your child receive special education and related services if they are found to be eligible under the Individuals with Disabilities Education Act (PL91-142) IDEA or Section 504 of the Rehabilitation Act;
7. Have evaluations and educational and placement decisions made based upon a variety of information sources, and by persons who know the student when placed in a program operated by the district;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing;
14. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney present for you;
15. Ask for payment of reasonable attorney fees if you are successful on your claim;
16. File a local grievance.

*(Section 504 of the Rehabilitation Act statute and regulations: 29 U.S.C. 706(7), Section 794; 34 C.F.R. Part 104, the Individuals with Disabilities Education Act statute and regulations; 20 U.S.C. Section 1232g; 34 C.F.R. Part 99)

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Every Student Succeeds Act of 2015 (ESSA)

Complaint Procedures

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

Missouri Department of Elementary and Secondary Education
Complaint Procedures for ESSA Programs

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-

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

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

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

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

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

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

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

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

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

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

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

- **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.
8. **How are complaints related to equitable services to nonpublic school children handled differently?**
In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).
 9. **How will appeals to the Department be investigated?**
The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.
 10. **What happens if a complaint is not resolved at the state level (the Department)?**
The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

PARENT INVOLVEMENT PLAN
Elementary and High School Plan
Developed jointly by parents, students, school, and community

Purpose

The Chadwick R-I School District believes positive parental involvement is essential to achieve maximum social, emotional, and academic growth and encourages participation of parents in all aspects of their child's education. The Chadwick R-I Parent Involvement Plan has been developed to include activities, programs, and procedures that:

- support our curriculum which contains the learning goals found in Missouri's Grade Level Expectations/Common Core State Standards (GLEs/CCSS);
- create a common vision of parent engagement and the resources needed to sustain that vision;
- increase and improve the level of parent involvement in our students' education.

Plan Development and Distribution

The Chadwick R-I Parent Involvement Plan was developed by parents, students, school, and community and has been approved by our Board of Education. This Plan will be included in student handbooks, which is distributed individually to all students and posted on our school website. The Chadwick R-I School District's Parent Involvement Plan will include a 'Parent Comments and/or Suggestions' section. Parents' concerns will be reviewed by the Title I staff. The content and effectiveness of the Plan will be evaluated annually and revised if necessary based on a Parent Needs Assessment survey.

Strategies for Involvement

1. The Chadwick R-I School District will provide parents with information on district policies.

Within the first two weeks of the beginning of each school year, the Chadwick R-I administration will host an annual meeting to inform parents of our school's participation in Title I and its programs, explain Title I requirements, and explain parents' right to be involved. Additional meetings throughout the year will

include the planning, review, and improvement of programs under Title I, along with an interpretation of our district's annual performance report.

Implementation: The district will provide Title I related handouts, oral presentations, question/answer sessions, small group discussions, and share district policy information through school board meetings.

Documentation: The district will advertise meeting dates through school newsletters, daily announcements, school website, emails, and notes home and conduct meetings with agendas, minutes, sign in sheets, and evaluation

2. The Chadwick R-I School District will provide parents with activities, programs, and information related to curriculum and the assessment process.

The curriculum at Chadwick R-I School District consists of content standards, objectives, instructional methods, resource activities, and assessments for all areas of instruction. The district will provide various meetings throughout the school year informing parents of the content of its curriculum, the forms of assessment used to measure their child's progress, and the proficiency levels their child is expected to meet. These meetings will allow parents the opportunity to make comments and suggestions relating to the education of their child.

Implementation: The district will provide opportunities for parents and teachers to communicate on an ongoing basis and supply parents with meaningful and relevant resources that will improve student learning. To accomplish these goals, the Chadwick R-I School District will:

- Provide opportunities for parent-teacher conferences.
- Provide mid-quarter and quarter student progress reports.
- Supply parents with information on how to monitor their child's progress through effective study habit techniques, along with helpful ways to work with teachers to improve learning.
- Encourage parents to participate in curriculum-based school learning activities and programs with their child.
- Encourage parents to visit the learning environment of their child's classroom.
- Provide one-on-one activities for parents to do with their child.
- encourage parents to serve as a volunteer in school related activities, programs, and events.
- Supply parents with resources, along with ways to access the resources needed to help them improve their child's learning (school website, www.chadwick.k12.mo.us, and additional online sources).
- Provide parents with information about assessment programs and procedures, along with their child's testing results.
- Provide feedback opportunities for parents by providing an parent evaluation survey for the Title I Program

Accessibility

Meetings and activities will be planned at convenient times and locations for all families. The district and schools will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents with migratory children. A variety of media methods will be used in an effort to attract as many parents as possible.

Expanding Opportunities for Involvement

The Chadwick R-I School District will offer opportunities for building ties between parents and child, parents and parents, and parents and school through curriculum-based activities and programs.

The Chadwick R-I School District provides for various curriculum-based activities and programs for parent-student-school involvement.

- | | |
|--|----------------------------------|
| Parent/Teacher Conferences; Fall and Spring | Math Contest |
| Open House | Art Show |
| Grandparent’s Day | Family Nights |
| Veteran’s Day | End-of-Year Awards |
| FFA Events | |
| Christmas Program | National Honor Society Induction |
| Quiz Bowl | PTO Meetings and Events |
| Spring Musical | School Board Meetings |
| Spelling Bee | PAT Screenings |
| Graduation ceremonies for Seniors, Eighth grade, Kindergarten and Pre-School | |
| Various other activities | |

3. Shared Responsibilities for High Student Academic Achievement

The Parent-Student-School Learning Compact is an important component of the Chadwick R-I School District's Parent Involvement Plan. It was developed by parents, students, school, and community. The Parent-Student-School Learning Compact outlines how parents, the entire school staff, and students will share the responsibility for improving student achievement and describes how the school and parents will build and develop a partnership to help children achieve the State Standards. This compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment and contains examples of how parents will be responsible for supporting their child's learning.

Documentation: The Parent-Student-School Learning Compact will contain the signatures of a school official, parent, and student.

The Chadwick R-I Parent Involvement Plan allows for input from parents. Below is a 'Parent Comments and/or Suggestions' section. Feel free to share your thoughts in regard to the content of this Plan or any aspect of the School wide Title I Program.

Parent Comments and/or Suggestions

PARENT'S RIGHT TO KNOW

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to The Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

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

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for four or more consecutive weeks by a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

DISABILITIES 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, highly mobile children, such as migrant and homeless children, 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 Chadwick R-1 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, 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 Chadwick R-1 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 Chadwick R-1 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 amendments 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 Chadwick R-1 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 Chadwick R-1 School Special Services office, Monday through Friday, from 8:00 a.m. to 3:00 p.m.

This notice will be provided in native languages as appropriate.

PUBLIC AWARENESS/CENSUS

In accordance with Public Law 94-142, a free and appropriate education will be provided without charge by or under the supervision of the Chadwick R-1 School District for all handicapped children, ages 3-21, including those who are visually impaired, other health impaired, learning disabled, deaf/blind, and severely handicapped.

Patrons of the school district are encouraged to assist in the identification of all handicapped children residing in the district.

A copy of the Chadwick R-1 School District's Special Education Compliance Plans are available for public inspection. This plan may be reviewed during regular school hours at the following locations: Office of the Superintendent and Special Education Administrator's Office.

STUDENT DIRECTORY INFORMATION NOTICE

Directory Information Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.

The school district designates the following items as directory information:

General Directory Information:

The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information:

In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to: parent groups or booster clubs that are recognized by the Board and are created solely to work with the district, its staff, students and parents and to raise funds for district activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services:

- The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

Parents or eligible students will have ten school days after the annual public notice to provide notice in writing to the school district that they choose to not have this information released. Unless notified to the contrary in writing within the ten-school-day period, the school district may disclose any of those items designated as directory information without the parent's or eligible student's prior written consent, including in print and electronic publications of the school district.

The Chadwick R-1 School District will not disclose or use personal information collected from students for the purposes of marketing or for selling or otherwise providing that information to others for a marketing purpose.

MILITARY AND HIGHER EDUCATION ACCESS

For military and higher education access, the district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords parents and students over 18 certain rights with respect to education records. These include:

- 1) The right to inspect and review the student's education records within 45 days after the day that Chadwick School receives a request for access. Parents or eligible students should submit to the school Principal a written request that identifies the records they wish to inspect. He will then make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to amend student records that a parent or eligible student feels are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. Again, the Principal should receive written notification from the parent or eligible student which clearly identifies the part of the record they want changed, and specifies the reason why. If the school decides not to amend the record as requested, the school will notify them of the decision and of their right to a hearing regarding the request. Additional information will be provided at that time.
- 3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility. Also, upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Other parties who may be permitted disclosure without consent include authorized federal, state and local authorities, authorized authorities in connection with financial aid for which the student has applied for or received, certain organizations conducting studies for, or on behalf of, the school in order to develop, validate or administer tests, student aid programs or improve instruction, accrediting organizations, parents of an eligible student for tax purposes, to comply with a judicial order or subpoena, appropriate officials in connection with a health or safety emergency or information the school has designated as "directory information".
- 4) The right to file a complaint to the US Department of Education or to the appropriate school official concerning alleged failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

F. No Child Left Behind (ESEA, amended 2001): ESEA affords parents certain notification rights. These include:

- 1) Parents have the right to request to know the professional qualifications of their child's instructor
- 2) Parents must be given timely notification if their child is being taught for four or more weeks by a teacher who is not properly certified.
- 3) Parents must be given a variety of data concerning desegregated test scores and teacher certification through the district's Annual Report.

CHANGE OF ADDRESS

Parents are required to inform the main office of any change in address or telephone number.

PARENT INFORMATION RESOURCE CENTER

The Parent Information Resource Center is available to assist parents in helping their children to get ready and have a successful school year. They are located at 1300 East Bradford Parkway, Springfield, MO. There are also many resources located on their website at <http://www.commpartnership.org/mopirc/index.html>.

HOMELESS/FOSTER CARE

Chadwick Homeless/Foster Care Liaison
Superintendent Michael Wallace
PO Box 274
Chadwick, MO 65629
417-634-3588
wallacem@chadwickcardinals.org

EARTHQUAKE SAFETY FOR MISSOURI SCHOOLS

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to unreinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east

of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.

Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm. Choose an out-of-town family contact.

Take a first aid class from your local Red Cross chapter. Keep your training current.

Get training in how to use a fire extinguisher from your local fire department.

Inform babysitters and caregivers of your plan.

Eliminate Hazards

Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.

Bolt bookcases, china cabinets and other tall furniture to wall studs.

Install strong latches on cupboards.

Strap the water heater to wall studs.

Prepare a Disaster Supplies Kit for Home and Car

First aid kit and essential medications.

Canned food and can opener.

At least three gallons of water per person.

Protective clothing, rainwear, and bedding or sleeping bags.

Battery-powered radio, flashlight, and extra batteries.

Special items for infant, elderly, or disabled family members.

Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so.

(Remember, you'll need a professional to turn natural gas service back on.)

Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.

In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.

If you are in bed, hold on and stay there, protecting your head with a pillow.

If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.

If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.

Check others for injuries. Give first aid for serious injuries.

Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)

Listen to the radio for instructions

Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!

Inspect your home for damage. Get everyone out if your home is unsafe.

Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). **This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.45**

Policy

Descriptor Code: KC

COMMUNITY INVOLVEMENT IN DECISION MAKING

Patrons of the district are encouraged to express ideas, concerns and comments about school programs through written correspondence, service on citizen advisory committees and responses to surveys authorized by the Board, in accordance with Board policies and procedures for receiving public complaints and public participation at Board meetings, and as otherwise authorized or required for district participation in state and federal programs.

The Board is mindful that it is accountable to the patrons of the district and shall give substantial weight to the advice it receives from individuals and community groups interested in the district's schools. The district is also mindful that it must take into account its responsibility for the welfare of the entire district in arriving at decisions.

The Board recognizes that many residents of the district may be specially qualified to assist and advise the district because of their training, experience or personal characteristics, and the Board encourages them to take an active part in school affairs.

The Board also recognizes that community involvement is not only important at the district level but is often most effective at the school level. Each school in the district will advise patrons about any avenues for providing input unique to that school and will encourage them to take advantage of those opportunities.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Policy Reference	Description
AD	<u>SCHOOL DISTRICT MISSION</u>
BCE	<u>BOARD COMMITTEES/ADVISORY COMMITTEES TO THE BOARD</u>
BDDH-1	<u>PUBLIC PARTICIPATION AT BOARD MEETINGS</u>
BF	<u>SCHOOL BOARD POLICY PROCESS</u>

BULLYING AND HAZING

General

In order to promote a safe learning environment for all students, the Chadwick R-I School District prohibits all forms of hazing, bullying, and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

In addition, district staff, coaches, sponsors, and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. District staff will report incidents of hazing and bullying to the building principal. The principal shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

The superintendent will provide appropriate training designed to assist staff, coaches, sponsors, and volunteers in identifying, preventing, and responding to incidents of hazing and bullying. The district shall annually inform students, parents, district staff, and volunteers that hazing and bullying are prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies, or verbal instructions by the coach or sponsor at the start of the season or program.

Definitions

Hazing – For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug, or other substance; forcing inhalation or ingestion of tobacco

products; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district, and legitimately related to the purpose of the organization. Bullying – For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm.

ASBESTOS MANAGEMENT

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted by Congress in 1987. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos.

We continue to have our facility inspected by the Asbestos Program Manager and their representatives. In addition, a certified inspector inspects the facility every three years as required by AHERA. All areas at this time are in good condition (non-friable) and show no change.

A copy of the asbestos management plan is available for your inspection in our administrative offices during regular office hours. Our Asbestos Program Manager will answer all inquiries regarding the plan.

We will continue to implement the asbestos management plan. We intend not only to comply with, but also to exceed, federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to ensure that our children and our employees have a healthy, safe environment in which to learn and work.