

Knox County Elementary



Student Handbook 2022-2023

Knox County Elementary

“Building foundations for lifelong learning”

Welcome to Knox County Elementary School! It is that wonderful time of year when each child, parent, and teacher experiences a new beginning. Whether your child is just entering our kindergarten program or is a seasoned fifth grader, we are eager to begin another journey together.

In this handbook you will find details about various policies, procedures, and activities in the elementary school. To find further details about menus, bulletins, and programs throughout the school year, please refer to our school website: www.knox.k12.mo.us. Should you have questions that are not answered here or on the website, please feel free to contact the elementary office at 397-2285.

We ask that as parents and/or guardians of each child you sign and return the form at the back of this handbook indicating that you have received a copy of the elementary handbook. Please be sure to complete or make necessary changes to the enrollment form that your child will bring home the first week of school. **If for some reason, your phone numbers or your emergency contacts change during the year, please contact the school promptly. It is critical that we have a working phone number in case of an emergency.** In addition, you will need to submit an emergency health form that will help us better care for your child should an illness or injury occur.

Thank you for your continued efforts to help us deliver the best educational opportunities for your child. We look forward to working together to make this school year one of the best your child has experienced.

Sincerely,

Melissa Vannoy

Knox County R-I Elementary Principal

Proposed Changes to the Elementary Handbook

Table of Contents added for ease of working through the document

Page 3 - Teacher Conference times changed to reflect the Master Schedule

Page 5 - School Conduct verbiage changed to reflect assistant principal role in the discipline program.

Page 6 - Extended Learning and Extracurricular activities a change was made here to reflect Maker Space and Tech Club encompassing grades K-5.

Page 8 - Lunch Schedules changed to reflect the Master Schedule

- Meal and Milk Prices changed to reflect the yearly change**
 - Lunch increase of \$.10 and milk increase of \$.05**

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ATTENDANCE AND TARDY POLICY

Attendance

School attendance is a significant factor in achieving student learning. When a student is absent from school, it is impossible to recreate the learning atmosphere that was established in the classroom. No amount of make-up work can adequately replace the classroom experience. **See School Board Policy 2310 for the established rules and regulations regarding attendance.**

In case of absence, it is the responsibility of the parent/guardian to notify the school. **Please call the elementary office at 397-2285 by 10:00 A.M. when your child is absent.** If a parent/guardian has not contacted the school about the child's absence, the school will contact the parent/guardian of the student. Please send a note from a parent/guardian or doctor when your child returns to school.

Excused Absences include, but are not limited to:

1. Illness of the student (reported by 10:00 A.M.)
2. Doctor's certified excuse (medical appointments)
3. Days of religious observance (requested by parents in advance)
4. Death in the family (funeral)
5. Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen.
6. Travel, which has been approved by the principal in advance.

Excessive Absences

If a student accumulates 6 unexcused absences in a semester, the principal will set up a conference with the parent and the classroom teacher to discuss current academic achievement and how it is impacted by the student's attendance. This conference may yield an attendance improvement plan to be implemented by the school and the parents. Should the absences continue despite the attendance improvement plan the district will determine whether there is reason to suspect educational neglect or a violation of the compulsory attendance laws, in which case, the district will notify the Children's Division or the Department of Social Services.

Tardies

Students are considered tardy if they arrive after 8:20 A.M. Students arriving late must sign in at the elementary office with a parent/guardian. If no parent or guardian signs the student in, it will be considered an unexcused tardy. Bus students are not counted tardy if the bus arrives late.

PROCEDURE FOR CHILDREN TO LEAVE DURING THE SCHOOL DAY

No parent or any other person can take a child from school without checking with the main office first. The safety of our students is always our primary concern.

Student(s) must be picked up from the office, not the classroom. **If the person who is picking up the student is not a parent, the parent must send a signed note to school with an explanation.** If there is anyone who is not to pick up the student at any time, the parent/guardian must leave this information with the office and the classroom teacher **in writing.**

No student will be allowed to leave the school without a dated note from a parent/guardian or permission from the office.

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BUS TRANSPORTATION GUIDELINES

General Guidelines:

1. **Students should be at the bus stop five minutes prior to the set pick-up time.**
2. Students should wait 50 feet from the intersection at any bus stop.
3. Please do not ask the driver to change pick-up or drop-off times or locations. If you have questions or concerns please contact the school. These concerns will be evaluated and changes made that follow the guidelines established by the State.
4. Take time periodically to go over the bus conduct rules as found in the student handbook.
5. When you see a school bus turn on the red overhead flashing lights as it stops, remember that you must stop your vehicle. Please help us keep our students safe.
6. Students living one mile or more from the school will be entitled to free bus transportation to and from school. Free transportation will not be provided for children living closer than one mile except for those who qualify on the basis of disability.

Student Responsibilities at the Bus Stop:

1. Be at the bus stop five minutes before the designated pick-up time. Wait 10 minutes after pick-up time before reporting a late bus.
2. Stay off the roadway while waiting for the bus. Maintain proper behavior at the stop (no pushing, shoving, fighting or inappropriate language).
3. Show respect for private property and public property at the bus stop.
4. **Always** cross in front of the bus stop at the end of school.
5. Go directly home from the bus stop at the end of school.

Student Responsibilities on the Bus:

1. Follow the instruction from the driver.
2. Bus drivers **will** assign seats.
3. **Remain seated until the bus comes to a stop.**
4. Follow the rules for courteous and correct classroom behavior.
5. Do not put any part of the body out an open window.
6. Refrain from using profane, vulgar or abusive language. Do not shout at passing persons or vehicles.
7. Spitting on, in or out of a school bus is prohibited.
8. Avoid unnecessary noise.
9. Eating, drinking, smoking or use of an illegal substance is prohibited on the bus.
10. Littering or throwing anything in or out of the bus is prohibited.
11. Weapons and unsafe items are prohibited on the bus, as is use of any item as a weapon.
12. Do not damage the bus. Report any damage you observe to the driver.
13. Fighting, pushing and shoving are prohibited on the bus.

Responsibilities of Parents/Guardians:

1. Review and discuss the above student responsibilities with your child.
2. **Teach your child that the driver is the person of authority on the bus and is to be respected.**
3. Make sure that your child arrives at the bus stop five minutes before the designated time.
4. Provide supervision for your child going to and from the bus stop and at the stop as necessary.

5. Make sure your child is dressed appropriately for the weather conditions. Please do not send your child to school in shorts and/or sandals during the winter months.
6. **Provide transportation for your child if the privilege of riding the bus is withdrawn.**
7. Accept responsibility for the proper conduct of your child.

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Behaviors Which are Not Acceptable

1. Refusing to obey the driver.
2. Failure to remain seated.
3. Eating or drinking on the bus.
4. Physical and/or verbal abuse of the driver or another student.
5. Head, hands and or feet out of the bus.
6. Fighting, pushing, shoving, littering and spitting.
7. Destruction of school property.
8. Weapons on bus (a weapon is defined as anything commonly thought of as a weapon or being used as a weapon).
9. Throwing things in or out of the bus.
10. Other dangerous or inappropriate behaviors.

The process for maintaining order on the buses:

- **First Violation:** Driver gives the student a Verbal Warning.
- **Second Violation:** Driver will fill out a Bus Misconduct Report and turn it into the Principal of your child. The Building Principal will have a conference with the student and contact the parents.
- **Third Violation:** Driver will fill out a second Bus Misconduct Report and turn it into the Building Principal who recommends student suspension from the bus pending conference with student, parents and Transportation Director.
- **Fourth Violation:** Driver will fill out a third Bus Misconduct Report and the students' bus riding privilege may be suspended for the balance of the school year.

The number of disciplinary steps may be modified for elementary students or severe violations.

IF FUNDING ALLOWS, A LATE BUS WILL RUN ON TUESDAYS AND THURSDAYS FOR TUTORING PURPOSES.

(Details will be announced during the school year).

CONFERENCE TIME

If you need to contact a teacher, please do so during his/her conference time.

| | |
|--------------------------|-------------------------|
| Preschool (½ day) | 11:00-12:00 |
| Preschool (Full Day) | 9:15-9:45 and 2:00-2:30 |
| Kindergarten/First Grade | 12:05-12:55 |
| Second/Third Grade | 1:00-1:50 |

CURRICULUM AND INSTRUCTIONAL PROGRAMS

General Curriculum

The district curriculum is aligned with the Missouri Learning Standards. Each core subject has an emphasis on critical thinking skills and application. Technology is also an important part of the curriculum.

DRESS CODE

All students are encouraged to dress as neatly as possible and suitable to weather conditions. **Please do not send your child to school in shorts and/or sandals during the winter months.** Also, please be sure to send hats, coats, gloves, etc. during the winter months as children will have outdoor recesses except during extreme weather conditions. Inappropriate shorts and shirts or clothing advertising illegal substances to minors, containing offensive language, or clothing determined to be provocative and/or violent cannot be worn. If the clothing has inappropriate wording, the student may be asked to turn the clothing inside out by a teacher or administrator. Baseball caps or hats will not be worn inside the school building, except for specific occasions. **If it is determined by an administrator that an article of clothing is not suitable for school, the school will call home and request that a parent/guardian bring a suitable change of clothing for the child.**

DYSLEXIA SCREENING

Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

In order to close the gap between struggling readers and their “normally” developing peers, the District will:

1. Identify students at risk for dyslexia or reading failure.
2. Form small groups for instruction and intervention.
3. Plan instruction and intervention.
4. Goal setting for individual student achievement.
5. Set criteria for intervention exit.

Screening Each student, kindergarten through third grade, will annually be screened for dyslexia within the first thirty (30) days of the school year. In order to monitor progress or lack of progress, benchmark assessments will also be completed for K-3 students in the middle and at the end of each school year.

The dyslexia screening protocol set forth in this policy will also be administered to the following students:

1. K-3 Missouri transfer students who have not been previously screened.
2. K-3 out-of-state transfer students who do not have documentation of previous screening
3. Students in grades 4 and above with a record of potential dyslexia related issues as determined by the classroom teacher or as requested by the student’s parent/guardian.

Reference can be made to Board Policy 6445 – Dyslexia Screening

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KNOX CO. R-1 ELEMENTARY SCHOOL CONDUCT

Daily Discipline Plan for grades Kindergarten through Grade 5 is to be implemented in a consistent and fair manner. If your child does not make wise choices with his/her behavior, below are consequences that may occur.

Behavior rules for students:

1. Follow all directions.
2. Follow all classroom and playground rules.
3. Be in your seat (with all supplies needed) ready to work when each class begins.
4. Keep hands, feet and objects to yourself.
5. Raise your hand and wait to be recognized before speaking.
6. Show respect and good manners to everyone.
7. Use proper conduct and manners in the hallway, restrooms, and lunchroom.

If a rule is broken:

- 1st infraction: The teacher warns the student. The safe seat in the classroom may be used.
- 2nd infraction: The student turns his/her card from green to yellow (visual warning). The teacher may move the student to the safe seat in a Buddy Room.
- 3rd infraction: The student turns his/her card from yellow to red. The teacher may refer the student to the assistant principal/office.
- 4th infraction: The student turns his/her card from red to black. The teacher and student may phone the parent/guardian. The student is referred to the assistant principal on a black card for additional consequences.

Safe Seat/Buddy room Procedures:

When a student is disruptive, interferes with learning, or is hurtful to others, the teacher attempts to redirect the behavior in a respectful manner. The student is given opportunities to correct behavior. If unable to do so, the student may be asked to go to a "safe seat" in the classroom or a designated "buddy room" until able to accept responsibility for his/her actions and determine an acceptable plan to address issues. Students sent to the buddy room will complete a "think sheet" with support from the assistant principal, counselor, or other specialized staff trained in risk management. The adult assists the student with a plan to re-enter the classroom successfully. The plan may be designed to fit the specific circumstances or situations. Color card changes occur as indicated. Students may be sent to the office immediately under the severe clause.

Severe Clause----student is immediately sent to the assistant principal's office for any of the following:

1. Fighting
2. Destruction of property or theft.
3. Possession of dangerous objects.
4. Possession of tobacco, drugs or alcohol.

Parents will be phoned about the student's behavior and a conduct slip will be given. The student will also be reprimanded for disorderly behavior within the guidelines of the Knox Co. R-1 School's Discipline Policy and/or the Missouri Safe Schools Act.

Reasonable physical force may be used by school personnel to restrain a student or to protect the student, other students, staff members or school property.

Charges for illegal behavior may be filed against the student with governmental authorities having jurisdiction.

Every pupil is expected to comply with school policies and regulations.

USE OF ELECTRONIC DEVICES

The use or the possession of electronic devices at school is governed by Board Policy. Examples of these devices are Cell Phones, Beepers, Walkmans, MP3 Players, Laser Pointers, etc... The district recognizes such items can interfere with the learning process. Thus, any student who is determined by school officials to be in possession of such devices during school or a school activity will be subject to discipline. **See Board Policy 2655 and Policy 2656 for details regarding this matter.**

EXTENDED LEARNING AND EXTRA CURRICULAR ACTIVITIES

To meet the academic and social growth needs of students they often participate in activities beyond the normal school day. Below are some of the offerings for the elementary students. If you would like more information contact the office or your child's teacher.

- **Tutoring** – Various tutoring opportunities are available for students after school. If your child is in need of these services you will be contacted by your child's teacher.
- **5th and 6th grade football and basketball** – sponsored by the Athletic Booster Club, each season students have practice, games and tournaments in which they participate.
- **Activity Nights**-Students are provided additional learning after school hours. Opportunities for improved reading and homework skills to a night of math fun are often offered throughout the year. Watch for information so your child does not miss out on these fun learning experiences.
- **MakerSpace**—Students in grades 3-5 may choose to participate in MakerSpace activities after school. The school does not provide transportation home from this activity.
- **Technology Club** - Students in grades K-5 may choose to participate in Technology Skill related activities after school. The school does not provide transportation home from this activity.
- **Elementary Math Team** - Students in grades 4 and 5 can try out for an opportunity to participate in Math Team. More information is sent home throughout the year. The school does not provide transportation home from this activity.

KNOX CO. R-1 FORMAL ASSESSMENT

Students in grades 3rd-5th will be given MAP Grade Level Assessments in Math and Communication Arts. Students in the 5th Grade will also be tested in Science. This is a result of the educational initiative No Child Left Behind and the Missouri School Improvement Program (MSIP). Parents will be kept posted of any changes in formal assessments as they occur.

GRADING SYSTEM

The following scale is to be used for all letter grades for third grade through fifth grade:

| | |
|------------|----|
| 96% - 100% | A |
| 91% - 95% | A |
| 88% - 90% | B+ |
| 85% - 87% | B |
| 81% - 84% | B- |
| 78% - 80% | C+ |
| 74% - 77% | C |
| 70% - 73% | C- |
| 67% - 69% | D+ |
| 63% - 66% | D |
| 60% - 62% | D- |
| Below 60% | F |

The following assessment code is to be used for kindergarten-second grade:

| | |
|----|------------------|
| M | Mastery |
| D | Developing |
| LP | Limited Progress |
| NA | Not Assessed |

The following assessment code is to be used for Specials Classes for kindergarten -second grade:

| | |
|---|-------------------|
| S | Satisfactory |
| N | Needs Improvement |
| U | Unsatisfactory |

If no notation, the skill has not yet been studied

Students in Grades 3-5 will receive letter grades in all areas.

If the category of work and social development is on the report, the above scale is to be used. Semester grades will be determined by averaging the two quarters.

HOMEWORK POLICY

1. Teachers will strive to make homework assignments meaningful and to avoid homework "overload" as much as possible.
2. We have high expectations for all students. We need strong parental support to help all students be successful.
3. Classroom teachers do various recognition awards for students who demonstrate good citizenship, complete assignments on time, and demonstrate learning (grades, projects, reports, etc...)
4. Assignments are made to give students the opportunity to practice the skills they have been taught. Homework also helps develop independent study skills and self-discipline. Assignments are due the following day at the beginning class, unless otherwise directed by the teacher. Students absent from school for an illness are given one day to make up work for each day missed.
5. The school provides an assignment notebook for each student grades K-5. Teachers will allow time for each student to write down their assignments daily.

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PUPIL INSURANCE

Insurance is available to all students at a very reasonable rate. The policy covers the pupil coming to school, while at school, on his/her way from school and while participating in any school activity, including field trips and athletics. Be sure to read the information sent home with your child.

LUNCH SCHEDULE

| | |
|-----------------------|---------------|
| Preschool | 10:50 - 11:10 |
| Kindergarten | 10:55 - 11:15 |
| 1 st Grade | 11:00 - 11:20 |
| 2 nd Grade | 11:10 - 11:30 |
| 3 rd Grade | 11:15 - 11:35 |
| 4 th Grade | 11:45 - 12:05 |
| 5 th Grade | 11:50-12:10 |

MEAL AND MILK MONEY

Prices for meals are subject to change due to federal requirements. The prices for this year are as follows: Price for breakfast, Kindergarten through grade 5 is \$1.15 per day and \$.30 for reduced. Price for lunch, Kindergarten through grade 5 is \$2.40 per day and \$.40 per day reduced. Kindergarten and first grade students drinking afternoon milk may pay at Open House. Extra milk with lunch or milk with cold lunch is \$.40. Breakfast, lunch and milk must be paid in advance. Money should be put in an envelope with your child's name, grade, amount of money and how the money is to be used on the outside of the envelope. A family may send one envelope, but information for each child must be on the outside of the envelope. Please have your child give the envelope to his/her teacher.

MILK MONEY FOR SNACK

Kindergarten and first grade students drinking afternoon milk, will need to send milk money by the first day of school. Milk can be paid quarterly, by semester, or full year. Remember that this is different than milk at lunch.

1st Quarter - 41 days = \$16.40
2nd Quarter - 39 days = \$ 15.60

Third Quarter - 43 days = \$17.20
Fourth Quarter - 45 days = \$18.00

1st Semester - 80 days = \$32.00

Second Semester - 88 days = \$ 35.20

Full School Year - 171 days = 67.20

- **Any money not used, will remain in the lunch count for the next year.**

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PARENT INVOLVEMENT PLAN

Communications:

- A back-to-school open house will be held to encourage students and parents to come and meet their teachers before school starts.
- A handbook with learning programs, complaint procedures and rights, school discipline policy and other opportunities and policies will be given to each family the first day of school. Parents will sign a form and return to the school that they have received the handbook.
- Email will be used as a form of communication between teachers and parents.
- Online communication such as Facebook messenger and other apps of that nature are used.
- The district website and the Elementary Facebook page will be a form of communication and will feature district information, newsletters, and staff emails.

Shared Responsibilities for High Student Performance:

- Students will be given opportunities to participate in reading incentive programs(Book-It, etc) that promote reading outside of the school day.
- Grades will be sent home quarterly.
- Midterms will be sent for all students. .
- Parent teacher conferences will be held a minimum of two times a year.

Building Parents Capacity for Involvement in School:

- Parents will be utilized to serve on the PAT, Title, and other committees.
- Parent and Community volunteers will be encouraged.
- Various extra co-curricular activities or demonstrations will be offered for the enjoyment of the parents such as Christmas and Spring Concerts, Academic Team, Basketball, Family Nights, etc.

KNOX CO. R-1 PEACEBUILDER PROGRAM

| | |
|------------------|--------------------------------------|
| August | The PeaceBuilders Way of Life |
| September | Banish Bullying |
| October | Praise People |
| November | Help Others |
| December | Seek Wise People |
| January | Give Up Put-Downs |
| February | Notice Hurts |
| March | Right Wrongs |
| April | Our Peaceful Environment |
| May | Praise People |

Character education helps students grow ethically, socially, and academically. Children's character is shaped by the lessons they learn from the world that surrounds them. Our mission is to advance the cause and importance of character education and to sustain its impact on the lives of educators and our children by integrating these traits within the curriculum, discipline policies, after school activities and guidance programs. Together, we can make our children more socially conscious of their choices and decisions as they move on to the responsibilities and challenges of the adult world.

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PHONE CALLS

The office telephones are for school business. If a student needs to use the phone, the teacher will give permission if it is a necessary phone call.

If there is a change in routine this should be handled by the PARENT sending a note to the school. If something occurs during the day and you need to change your child's routine to Parent-Pickup, please call the office with specific instructions before 2:00.

END OF THE DAY PARENT PICK-UP

If you must pick your child up early from the elementary office, please do so before 2:45 and call ahead to make those arrangements. If not, parents are asked to utilize parent pick up which is located in front of the Elementary school.

If you need to call a classroom teacher, you need to do so before or after school or during the teacher's planning time.

PLAYGROUND PROCEDURE

1. No tennis balls, softballs, baseballs or bats are permitted, unless approved by a teacher.
2. Only one person outside the fence at a time to get a ball.
3. Use the steps on the slide. Do not walk up the slide.
4. No throwing of snow, pinecones, rocks, or other inappropriate materials found on the playground.
5. Outside activity and recess is part of the school day. The degree and wind-chill temperature is considered before taking children outside. Classes will go out when possible, so be sure your child is dressed warmly.
6. Playground equipment should be used for designed purposes.

SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS)

Schoolwide Positive Behavioral Interventions and Support, (PBIS), is a school's process for teaching social and behavioral skills so the focus can be on teaching and learning. The Elementary school has developed a behavior matrix to state expectations. (See matrix copy included at the end of handbook).

PBIS provides an organizational approach or framework for:

- Improving the social behavioral climate of schools
- Supporting or enhancing the impact of academic instruction on achievement
- Increasing preventive management while decreasing reactive management
- Integrating academic and behavioral expectations and support
- Improving support for all students

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PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The Knox Co. R-1 School District is committed to the continuous development of students enrolled in the district's schools, and for a student's achievement of the skills for the current grade assignment, to pass to the higher grade.

Students will normally progress annually from grade to grade. Retentions may be considered when in the judgment of the professional staff; it is in the best educational interest of the students involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

The Board strongly urges the staff to see that students are assisted in moving ahead in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration ahead in a grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student's guidance counselor and classroom teacher, and with their joint approval along with that of the parents/guardians, the principal and the superintendent of schools.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized-tests results, and teacher observation of student performance. The principal will direct and aid teachers in evaluation, and will review grade assignments in order to ensure uniformity of evaluation standards.

The superintendent, in cooperation with the professional staff, shall develop administrative guidelines for the promotion, retention and acceleration of students at the elementary, junior high and senior high levels.

PROMOTION AND READING LEVEL

Senate Bill 319: Governor Bob Holden signed Senate Bill 319 on June 29, 2001. The measure emphasizes the early assessment of students' reading skills and requires school districts to intervene with students who are reading below grade level. Board policy 2520 outlines procedures to follow in other decisions regarding student promotion or retention.

This includes:

- Assessment of students in grades 3-6 (with some exceptions) to determine their reading level.
- Individualized "Reading Improvement Plans" for students in grades 4-6 who are substantially below grade level in reading.
- Additional reading instruction for students with Reading Improvement Plans, along with parent communication regarding what the plan will be.
- Retention of students in grade 4 if they are reading below the third-grade level.
- Required summer school attendance for further reading interventions.

The Knox Co. R-1 Elementary will review MAP reading scores, DIBEL (Dynamic Indicators of Basic Early Literacy Skills), Gates MacGinitie, student performance on reading unit theme tests, and individual reading level tests. If a student is not being academically successful and/or is performing below grade level on multiple tests, intervention will occur. The student will receive small group instruction during the school day, may be required to attend tutoring, and/or be required to attend summer school. Each student's need is individually assessed to see what best meets his/her educational need.

Reference can be made to Board Policy 2520 – Promotion and Retention

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READING CIRCLE CERTIFICATE

Requirements for Missouri Reading Circle Certificate have changed. MSTTA encourages students to read a "healthy balance of fiction and nonfiction." The following number of books must be read at each grade level to qualify for a reading circle certificate:

| | K | 1^S T | 2ND | 3^R D | 4TH | 5TH |
|-------------------------|-----------|----------------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| TOTAL Books Read | 20 | 20 | 20 | 16 | 16 | 16 |

When a pupil qualifies for five consecutive years, a certificate of life membership will be earned.

SCHOOL BOOKS

Students will be responsible for loss or abnormal damage to textbooks, library books, etc. loaned to them. The principal and teacher will determine the amount of reimbursement for loss or damaged materials. Students will be expected to pay the determined amount of the damaged book.

SERVICES PROVIDED FOR SPECIAL NEEDS

The Knox Co. R-1 School provides the following special services for the special problem areas:

1. Specific disability in learning.
2. Specific disability related to health that impedes learning.
3. Specific disability related to speech and sound system disorder.
4. Specific disabilities as so stated in the Missouri Regulations and Compliance Plan.
5. Other specific needs are provided for at the nearest facility in compliance with PL-94-142, Missouri Dept. of Elementary and Secondary Education, Special Education Division.

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SCHOOL HEALTH OFFICE OBJECTIVES

Every child has available health service options at school. This enables a child to gain maximum educational opportunities.

- Parents are responsible for the health of their children. School health programs will gladly assist parents if necessary.
- The school health program promotes health and safety for students and staff.
- Whenever possible, identifying students with communicable diseases to decrease the possibility of transmission through school. Children should not come to school with a fever or contagious disease.
- Maintain immunization standards according to the law to prevent the outbreak of disease.
- Health screenings are done to help identify health problems.
- Develop a program for administering first aid emergency care for injured or ill students and staff.
- Emergency forms on file to adequately plan for student care.
- In case of accident or illness, all efforts will be made to locate parents/guardians. Children will be taken to the hospital by ambulance in extreme emergencies.
- Proper administration of medication at school is a priority.
- When necessary, individual health plans will be kept on students with health care needs in conjunction with special education, teaching staff, speech pathology, and physical therapy.

SICKNESS

There is a school nurse in our district who assists in teaching health classes and school screenings. She is available to give first aid and take care of sick children. You will be notified if your child has a temperature over 100, is vomiting, has diarrhea, or the nurse feels your child needs medical assistance.

If it is necessary for your child to have medication at school please send it in the original bottle along with a note explaining why the child is on the medication.

If it is a long term medication you will be asked to fill out a medication form. Nonprescription medication must be in original packaging that has the name of the medication and the proper dosage. The school nurse cannot give the first dose of a new prescription or over the counter medication. If possible, please do not allow students to transport medications to school. If they must, please have them bring the medications to the school nurse immediately. Students are not allowed to have medications in their possession.

If a student becomes ill during the day he/she should notify his/her teacher and the teacher will refer the student to the school nurse. If, in the opinion of the nurse, the student should be sent home, arrangements will be made with parents or guardians.

WHEN TO KEEP A SICK CHILD OUT OF SCHOOL!

1. **If your child has a moderate fever, greater than 100.0 degrees**, keep the child out of school. He/she will need rest, plenty of fluids, and possibly medication. Your child must be **fever free for 24 hours without the use of fever reducing medication** before returning to school.
2. **If your child is vomiting** or has uncontrolled diarrhea, keep him/her out of school.
3. **If your child has a fever with a rash**, talk to your child's doctor before you take him/her to school.
4. **If your child has strep throat, pink-eye with discharge, impetigo**, or another bacterial infection, **have your child seen by a doctor and keep your child out of school for 24 hours after he's started taking the antibiotic that the physician has prescribed.**
5. **Ear infections are not contagious**; your child may attend school while he/she is taking medication.

6. **If your child has the chickenpox, your child can not be in attendance until ALL the blisters are healed or scabbed over.**

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USE OF THE BUILDING - AFTER SCHOOL

The building will be closed at the end of the school day to all students except those under the direct supervision of a teacher or the adult in charge of a group. Often students stay after school for various activities such as tutoring or Academic Team. Students must have a note from a parent to do so. An all-inclusive note for an activity is permitted.

KNOX CO. WEBSITE

Tyler SIS may be used to access student information, including grades and/or lunch account information. An application must be submitted for a login and password through our Technology Department to have access to student grades. Also a current telephone number is needed for the Parent Link system so you will be notified via phone when school will be closed due to weather or an unexpected early-out. Parents are encouraged to check the district's website at www.knox.k12.mo.us for bulletins, calendars, and various school news updates.

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PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having disability and in need of special education even though they are advancing from grade to grade. The Knox County R-1 School assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf//blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Knox County R-1 School 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 Knox County R-1 School assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Knox County R-1 School 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 in the office of the Special Education Process Coordinator. This notice will be provided in native languages as appropriate

NOTICE OF NONDISCRIMINATION

The Knox County R-I school board does not discriminate on the basis of race, color, national origin, gender, age or disability. This policy pertains to admission/access to, or treatment/employment in its programs and activities. This notice is made to: applicants for admission and employment, students, parents of elementary and secondary students, employees, sources of referral of applicants for admission and employment, and unions or professional organizations.

Any person having inquiries concerning the Knox County R-I School District's compliance the regulation implementing Title VI, Title IX, or Section 504, is directed to contact:

Superintendent of Schools, Mr. Andy Turgeon

Knox County R-I Schools

55701 State Highway 6

Edina MO 63537

[660-397-2228](tel:660-397-2228)

Interested persons may also contact:

Assistant Secretary for Rights

US Department of Education

330 "C" Street

Washington DC 20202-1242

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EARTHQUAKE SAFETY FOR MISSOURI'S 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 160.455

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PARENTAL INFORMATION AND RESOURCE CENTER

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

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

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

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

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

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

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Knox County Elementary Behavior Matrix

| EXPECTATION | All Settings | Classroom | Bus | Hallway | Cafeteria | Bathroom | Playground | Gym | Technology |
|------------------------|--|--|--|---|--|--|--|---|---|
| Safe | Stay in assigned areas Keep your body to yourself | All four on the floor Use walking feet Use materials as directed | Keep seated Face forward in seats Keep belongings in your space Speak softly | Use walking feet Face forward in line Walk on right side of hallway | Use walking feet Clean up or report any/all spills Face forward in line | Use walking feet Keep water/soap where it belongs Wash hands with soap & water | Use equipment as directed Leave pinecones, rocks and other ground materials alone | Use equipment as directed Play on gym floor Walk up and down bleacher steps | Report cyber bullying Stay on appropriate websites/apps Protect private information Carry iPads securely |
| Ownership | Right Your Wrongs Take Care of Yourself Ask for Help When Needed | Admit mistakes | Tell driver about damage on bus Report bullying | Quiet body | Pick up materials before leaving | Report problems with facilities to an adult | Collect and return classroom equipment Use good sportsmanship | Use good sportsmanship | Keep iPad charged Report problems with devices Keep track of iPad |
| Act Responsibly | Be Prepared Be on time | Organize and maintain materials Turn in assignments on time Focus on instruction | Gather and take all belongings Watch for your stop Clean up your area before unloading | Complete tasks and return promptly | Put materials in assigned locations Collect all materials before being seated | Flush Clean up after yourself | Be a problem solver Report broken equipment Leave all ground materials on the playground | Put equipment away Take care of equipment Be a problem solver | Practice self-control Follow teacher's directions Use technology as instructed |
| Respectful | Take care of all school materials Use kind words | Raise hand for help Be a listener Follow teacher's directions | Follow bus driver's directions Use appropriate words | Quiet body | Use manners Stay in your own space Eat your own food Use quiet voices | Give others privacy "no peeking" Wait your turn | Take care of equipment Play by the rules | Take care of equipment Play by the rules | Leave iPad case free of writings, markings, and/or stickers Use earbuds |

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Knox County Elementary School Handbook 2022-2023

1. I have read and understand the Knox County R-I Elementary School Parent/Student Handbook, including the school discipline policy, Safe-Schools information, and the Family Educational Rights and Privacy Act.

2. I understand that during the course of the school year, my child may be videotaped, audiotaped, or photographed during/or as part of various educational activities.

3. I understand that in order to provide a safe environment for all students, ALL VISITORS must stop in the elementary office and sign in as soon as they enter the building.

4. I understand that NO PETS are to be brought to the school building without the permission of the building principal.

Please sign and return this sheet to your child's classroom teacher on the first day of school.

Student Name: _____
