

# **Knox County Elementary**



## **Student Handbook 2025-2026**

## **Proposed Changes for 25-26**

- **Table of contents- page numbers updated**
- **Added extracurricular activities on page 12**
- **Grading system edited with assigned percentages for standards based grading on page 13**
- **Meal and Milk prices for the 25/26 school year. Student Breakfast \$1.60-\$1.70, Student Lunch \$2.60-\$2.70, and Milk Prices \$0.50-\$0.60- Pg 14**
- **Peacebuilders pledge added on page 15**
- **PBIS Handbook linked on page 16**
- **Removed Reading Circle certificate**

# Knox County Elementary

*“Building foundations for lifelong learning”*

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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](http://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 660-397-2285.

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,

*Sarah Setzer*

Knox County R-I Elementary Principal

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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.** [P2310](#) and [R2310](#)

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.**  
[P2330](#)

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

## **BULLYING**

### **P 2655**

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidents, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in school suspension, out-of-school suspension, expulsion and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to

address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

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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 instructions 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)	9:30-9:55 and 2:30-3:00
Kindergarten/First Grade	12:05-12:55
Second/Third Grade	1:00-1:50
Fourth/Fifth Grade	10:50-11:40

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## **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 with safety in mind in the hallway, restrooms, and lunchroom.

### **If a rule is broken:**

- 1st infraction: The teacher warns the student. Teacher uses redirection and reteaches the expectations.
- 2<sup>nd</sup> infraction: The student turns his/her card from green to yellow (visual warning). Teacher may move the student to the safe seat.
- 3<sup>rd</sup> infraction: The student turns his/her card from yellow to red. The teacher may refer the student to the buddy room/reset room with a think sheet.
- 4<sup>th</sup> 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 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 until able to accept responsibility for his/her actions and determine an acceptable plan to address issues. If the student is removed from the room, they will be required to 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. 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. [R2610](#)

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.

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## **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.
- **5<sup>th</sup> and 6<sup>th</sup> 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.
- Other opportunities include but are not limited to: Girls on the Move, Eagle Choir, PTO basketball, and 4th-5th cheerleading.

## **KNOX CO. R-1 FORMAL ASSESSMENT**

Students in grades 3<sup>rd</sup>-5<sup>th</sup> 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.

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## **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- 80% or >  
D Developing- 50-79%  
LP Limited Progress- <50%  
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	10:45 - 11:10
Kindergarten	11:00 - 11:20
1 <sup>st</sup> Grade	11:05 - 11:25
2 <sup>nd</sup> Grade	11:10 - 11:30
3 <sup>rd</sup> Grade	11:15 - 11:35
4 <sup>th</sup> Grade	11:45 - 12:05
5 <sup>th</sup> Grade	11:45 - 12:05

## **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 \$1.70 per day and \$.30 for reduced. Price for lunch, Kindergarten through grade 5 is \$2.70 per day and \$.40 per day reduced. Extra milk with lunch or milk with cold lunch is \$.60. 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.

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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 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**

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. Peacebuilder pledge will be recited daily:



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

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.

## **PLAYGROUND PROCEDURE**

1. No tennis balls, softballs, baseballs or bats are permitted, unless approved by a teacher.
2. Use the steps on the slide. Do not walk up the slide.
3. No throwing of snow, pinecones, rocks, or other inappropriate materials found on the playground.
4. 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.
5. Playground equipment should be used in accordance with its design purposes.

## **SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS)- [Link to PBIS Handbook](#)**

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



## **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**

## **READING SUCCESS PLANS**

An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions as well as progress monitoring tools to measure growth.

This guidance offers a formalized, collaborative process for developing an RSP using assessment analysis and student growth data in the evaluation and planning of reading improvement.

An SRD refers to a student who is one or more grade levels behind in reading or reading readiness established by Section 167.645, RSMo. This can be determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension or overall Lexile level for the student's grade level

What is the RSP process?

### ***Gathering and analyzing student data***

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the state-approved foundational reading assessment as well as results from the required dyslexia screening, if administered separately from the state-approved foundational reading assessment. Once collected, local education agencies (LEAs) should review and analyze this body of evidence to determine if an RSP is required.

### ***Determining if a student has an SRD***

Any student identified as having an SRD must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined when a student's reading assessment results in an "At Risk" level for reading competency or reading readiness in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for the student's grade level; or if the student is one or more years behind in their overall Lexile level score.

### ***Using data to set student growth goals***

By using the body of evidence of student reading data, teachers are able to pinpoint a student's specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined, the RSP should be updated and revised as new progress monitoring data is collected.

### ***Assessing whether students meet goals at the end of instruction***

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and administrator must make a careful decision about an evidence-based intervention.

(Information from DESE)

## **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**

Infinite Campus 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](http://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. Alex Van Delft

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](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
<b>Safe</b>	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
<b>Ownership</b>	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
<b>Act Responsibly</b>	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
<b>Respectful</b>	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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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 Table of Contents	
<b>General Information</b> <ol style="list-style-type: none"> <li>1. What is a complaint under ESSA?</li> <li>2. Who may file a complaint?</li> <li>3. How can a complaint be filed?</li> </ol>	
<b>Complaints filed with LEA</b> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be Investigated?</li> <li>5. What happens if a complaint is not resolved at the Department the local level (LEA)?</li> </ol>	<b>Complaints filed with the Department</b> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the be investigated?</li> <li>8. How are Complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
<b>Appeals</b> <ol style="list-style-type: none"> <li>9. How will appeals to the Department be investigated?</li> <li>10. What happens if the complaint is not resolved at the state level (the Department)?</li> </ol>	

**1. What is a complaint?**

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

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

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

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

## **9. How will appeals to the Department be investigated?**

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

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

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

Dear Parents or Guardians:

Our district is required to inform you of 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 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

## Knox County Elementary School Handbook 2025-2026

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: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date