

Osceola Elementary Student Handbook 2016-2017

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Osceola Public School Mission Statement

The Osceola School District is a place where student achievement and success is our highest mission. By providing the finest faculty, staff, and facilities in a secure and intellectually invigorating environment, we will empower students to apply learned skills and knowledge with integrity allowing them to become motivated productive members of society.

Osceola Public School Goals

The Comprehensive School Improvement Committee has established the following goals through study and consensus. These goals are intended to take the Osceola School District from where it is now to becoming the best district possible for students, staff and community.

1. The Osceola School district will be recognized as a “high performing school district” every year based on the Annual Performance Rating.
2. Add to and maintain existing facilities and technology capacity in order to provide an optimal learning environment for student learning.
3. Provide a competitive salary schedule that will attract and retain high quality staff and teachers.

Vision: Osceola School District

We, the staff and patrons, of the Osceola School District envision a district in which the following practices are imbedded in the culture of the organization. We believe that these practices are the most promising strategies for insuring the highest standard of learning for all of our students. The fulfillment of this vision relies on the commitment of all stakeholders to hold themselves accountable for the following practices:

- Schools that are safe, where students are known and valued, and teachers genuinely care about the students’ academic and non-academic success.
- A district that provides a professional teaching staff that has superior knowledge of subject matter, the skill set necessary to insure student learning, the capacity to accurately assess student learning and high expectations for the learning of all students.
- A district that provides well maintained, attractive and functional facilities that are equipped with the latest technology to serve the needs of learners.
- A community that is involved in every aspect of the curricular and extra curricular offerings of the district.

Non-Discrimination Statement

The Osceola Public School District does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or status as a Vietnam era veteran in employment or programs.

GENERAL INFORMATION

KINDERGARTEN ENTRANCE AND PRE-ENROLLMENT: Students must be five years of age on or before July 31 to enter kindergarten. The students will be given the DIAL 4 Screening in the Spring before enrollment in the Fall. Osceola Elementary School operates a full day kindergarten class. An afternoon milk and snack break is scheduled. Pre-enrollment for kindergarten is held in the Spring each year. Dates for enrollment are announced in the St. Clair County Courier. Parents should bring with them the child's birth certificate, Social Security Number, and immunization record.

ENROLLMENT REQUIREMENTS: It is necessary that a duly attested birth certificate, Social Security Number, record of immunizations and current proof of residency be submitted when a child is initially enrolled in the Osceola Schools.

SCHOOL HOURS: School starts at 8:20 a.m. School is dismissed at 3:11 p.m. Students will be supervised in the commons area until the 8:00 a.m. bell. Students are not allowed to remain after school with an older sibling as supervisor. Elementary students are not allowed on the playground after school unsupervised.

VISITING SCHOOL: Parents are welcome to visit school and observe work going on in the classroom. Contact the elementary office to arrange a mutually-convenient time with the classroom teacher. Parents are also invited to eat lunch with their child. Cost for the parent's lunch will be the current adult lunch price.

PARENT-TEACHER CONFERENCE: If a conference is desired with a teacher, please make an appointment with the teacher at a time when the teacher does not have a class to supervise. Parents are invited to attend a parent-teacher conference at the end of the first quarter. Parents may also contact teachers through e-mail.

PICKING UP CHILDREN: Except in emergencies, parents should not ask for students to be excused before the regular dismissal time. Unless previous arrangements have been made, a child will not be released to anyone other than the parents. Protection of the children is a matter of concern to the home and the school. Any suspicious circumstances that might affect the safety of the students should be reported at once to school authorities or the police. Persons picking up students **during** school hours must sign a sheet in the office. Persons picking up students **after** school hours must sign a sign-out sheet held by a staff member in the front lobby.

IMMUNIZATION POLICY: Following is the immunization policy required for all school students as quoted from a letter from the Missouri Division of Health:

State law regarding immunization of your school children requires that ALL students must be current on vaccinations against polio, diphtheria, measles, hepatitis B, rubella, rubeola, mumps, tetanus, and pertussis by the first day of school.

The Missouri Division of Health has consulted with the Department of Elementary and Secondary Education and developed procedures to carry out this immunization law. Enforcement requires removal of children from classes for noncompliance.

MEDICATIONS: Parents with children who require medication during the school day should contact the school nurse.

FEES AND RENTALS: There will normally be no fees charged, however, textbooks and library books are expensive and students are required to take reasonable care of them. Loss or damage of a library book or textbook will result in a charge to the pupil for the value thereof. Students owing past due lunch money, music debts, or library charges WILL NOT receive grade cards at the end of the school year until the charges are paid in full.

ATTENDANCE: All residents of school age shall be required to attend school in accordance with the compulsory attendance laws of the State of Missouri and the rules and regulations of the Board of Education.

The value of instruction received in the classroom cannot be over-emphasized. Lecture, interpretations, and discussions when a student is absent cannot be made up, even if he/she tries. **Parents are requested to call the school before 9:30 a.m. (646-8333) if their child will not be in attendance.** If the school does not hear from the parent, an attempt will be made to call the parent. In the cases where a phone is not available, parents are required to send a note with the child when he/she returns to school, containing the reason for the absence. Illness of the pupil, a death of a near relative or family member, or medical/dental appointments as necessary, should be the only legitimate excuse for an absence.

Pupils are deemed to be under the jurisdiction of the school from the time they leave home for school until they return home from school at the end of the school day. Students who must leave the school campus for any reason during the day must check out of school in the school office.

1. Students with absences exceeding 10% of the school term or more than eight (8) days a semester will be required to have a doctor's excuse. The St. Clair County Juvenile authorities will be notified when a child has accumulated 10 unexcused absences.
2. Three (3) accumulated tardies will result in documentation as one unexcused absence.
3. Passing grades cannot be granted to students having excessive absences. These students may be considered for retainment.
4. For purpose of ascertaining perfect attendance, any child who is away from school for 24 minutes will be considered as having been absent. This includes arriving late and leaving early in the day.

SCHOOL DISCIPLINE POLICY: The Osceola School Board recognizes the fact that standards are important for the maintenance of an atmosphere where orderly learning is possible and encouraged.

The Board of Education recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and in promoting an effective instructional program in the district's schools. Acceptable behavior is based on respect for one's self and for the worth and human dignity of others. The development of such behavior in students is a dual function of the home and the school.

In order to fulfill the responsibility of the school, it is necessary that each learning activity contribute positively to the creation and maintenance of a climate that is conducive to learning. Standards of student conduct are established by the Osceola Board of Education to create an environment in which each student's right to learn is protected. Students are expected to attend school punctually and regularly, to obey all the rules and regulations, to obey all directions and requests of teachers, to observe good order and correct deportment, to be diligent in study, to be clean and tidy in person and attire, to be obliging to schoolmates, to refrain from the use of profane or improper language and to refrain from the use of tobacco and alcoholic beverages while on school premises or under school supervision. Students and parents/guardians will be notified of rights and responsibilities, including standards of conduct, through handbooks distributed and approved by the Board annually.

All district personnel responsible, aides and bus drivers included, for the care and supervision of students are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods.

Elementary Discipline Goal:

We believe that all students deserve the right to learn in an emotionally and physically safe environment. We provide a discipline process which:

- Involves the support of home, school, and community
- Respects the uniqueness of each student and school
- Recognizes the relationship between academic success and behavior
- Teaches personal responsibility/accountability
- Prepares students to become responsible, contributing members of society

Discipline Guidelines:

The district discipline guidelines are designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of the district's schools. No policy can be expected to list each and every offense which may result in the use of disciplinary action. The general discipline guidelines found here pertain to all school activities in our district as well as activities held at other sites.

Examples of violations include, but are not limited to :

1. Tardiness (late to class)
2. Excessive absences (excused or unexcused)
3. Disrespect of teachers, administrators, school personnel and students

4. Defiance of school personnel's authority (refusal to comply with reasonable requests)
5. Disorderly conduct (profanity, obscene behavior, or any conduct which is disruptive to the orderly running of the school)
6. *Verbal abuse (statements intended to intimidate or injure another person)
7. Classroom (not following classroom rules as determined by the teacher)
8. *Plagiarism, cheating, lying, falsifying information, altering school records, grade cards, etc.
9. *Gambling (participating in games of chance for the purpose of exchanging something of value)
10. *Theft (taking property that does not belong to you)
11. *Extortion (the solicitation of something of value from another person in return for protection or in connection to a threat to inflict harm)
12. Solicitation (selling of unauthorized items at school)
13. Inappropriate literature (use or distribution of literature and/or pictures that is offensive and contributes to the disorderly running of the school)
14. *Filing false emergency reports, communicating a threat or false report for the purpose of frightening, disturbing or causing the evacuation or closure of school property (Example: the false reporting of a bomb threat or fire alarm or any other report that might cause the building to be evacuated)
15. *Destruction or defacement of property (destroying or defacing objects or materials belonging to the school, school personnel or others) (see Board policy ECA)
16. Improper use of equipment
17. *Arson (intentional setting of or attempt to set a fire on school property)
18. *Explosive devices (the use, possession or sale of explosive devices including fireworks)
19. *Weapons (see Board policy JFCJ)
20. *Fighting (engaging in or threatening physical contact for the purpose of inflicting harm on another person)
21. *Physical assault/abuse (physical attack/abuse of one person or group of persons upon another person or persons who do not want to engage in the conflict or have not provoked the attack/abuse)
22. Hazing or Bullying
23. *Tobacco (the use or possession of tobacco of any kind on, or adjacent to, school property)
24. *Alcohol (the use, possession, or sale of any alcohol substance or being under the influence of an alcoholic substance on, or adjacent to, school property) (see Board policy JFCH)
25. *Drugs (the use, possession or sale of drugs or any drug paraphernalia or other controlled substances, as well as non-controlled substances such as unauthorized inhalants and those containing caffeine, ephedrine, and phenylpropanolamine (kiddie-dope), or being under the influence of the same, on or adjacent to school property) (see Board policies JFCH and JHCD)
26. Inappropriate displays of affection
27. Wearing clothing, objects or apparel that are disruptive to the orderly running of the school, or that are not acceptable by School Standards

28. Technology Misconduct (using or attempting to use district technology in violation of district policy, procedure, or rule) (see Board policy EHB and regulation EHB-R)

***Denotes those offenses that may include the violation of local or state statutes.**

Possible Disciplinary Actions:

1. Informal talk (teacher, counselor, or administrator)
2. Assignment of work
3. Loss of privileges
4. Isolation
5. Parent contact
6. Behavior contract
7. Referral to principal and/or transportation director
8. Restitution when appropriate (clean up, repair, monetary compensation)
9. Detention (after or before school)
10. Corporal punishment
11. In-school suspension (from class or classes)
12. Referral to local agencies when appropriate (law enforcement, social services, juvenile authorities)
13. Suspension from bus by transportation director or principal
14. Suspension from school related activities
15. Suspension (up to ten (10) days by principal)
16. Long-term suspension (up to 180 days by superintendent)
17. Expulsion (by School Board and reinstatement by School Board)
18. Confiscation of contraband and disposal as determined by the administrator

The consequences for violation of a rule, policy, or guideline may range from a minimum of an informal talk to a maximum of expulsion for any offense depending on frequency and/or severity of the violation. All district personnel responsible for the care and supervision of students are authorized to hold every pupil accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school sponsored activities, or during intermission or recess periods.

Anti-Bullying

At Osceola Elementary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and prohibited at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. (see Board Policy JFCF)

What is Bullying?

Bullying is 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 school.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumors, teasing
- Cyber all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology (i.e. camera and video facilities)

Why is it important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Procedures

1. Report bullying incidents to any staff and any staff who sees firsthand must report within 2 days of incident to principal.
2. In cases of reported bullying a bullying incident form will be filled out
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behavior or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behavior.

Outcomes

1. The bully (bullies) may be asked to genuinely apologize. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

PROHIBITED ITEMS: Items brought from home which may cause classroom distraction or disturbance will be confiscated and returned only to the parent or guardian. Trading, selling, giving away, or receiving of personal items is strictly prohibited. **WE CAN NOT BE RESPONSIBLE FOR PERSONAL ITEMS BROUGHT TO SCHOOL BY STUDENTS.**

Only students bringing lunches are allowed to bring soda pop to school which can ONLY be consumed at lunch. Elementary students may only use vending machines with permission of the classroom teacher. Vending machine items ARE NOT allowed on buses.

APPROPRIATE DRESS: The Board of Education and the administration feel that the responsibility of student dress belongs to the parent. Because appearance is so important in making friends, getting a job, and in all human relationships involved in daily living, students should dress in a manner becoming a student: neat, clean, and not varying greatly from current styles.

Shorts of reasonable length will be permitted in the elementary school. Parents and students are expected to cooperate with school officials and use reasonable judgement in determining what is appropriate for the classroom. Any manner of dress which causes commotion in the classroom will be considered unsuitable. Tank tops and bare midriffs are permitted only in the primary grade (K-2). Inappropriate slogans or alcohol/tobacco product endorsements may not be worn.

Hats or caps may not be worn in the elementary building.

Cell Phone Policy: The Osceola School District understands more of our students have cell phones than ever before. Osceola Elementary provides technology tools for learning with iPads in Kindergarten and 1st and Chromebooks for 2nd thru 6th grade. Students are to keep their cell phones in their backpack or locker.

Failure to comply with this policy will result in the following consequences:

First Offense	Second Offense	Third Offense
Teacher will keep cell phone in his/her desk until the end of the school day at which time the student will put the phone in their backpack and take home.	Elementary principal will discuss offense with student, contact parent, and a parent will pick up cell phone.	Same as second offense with the addition of detention(s) or In School Suspension (ISS).

RECESS AND PLAYGROUND REGULATIONS: It is the responsibility of all students to conduct themselves in a safe and orderly manner and in accordance with Playground Rules posted in their classrooms.

Play periods are supervised by school employees. Students are expected to participate in recess activities unless excused for medical reasons. A parent must send a note each time their child must remain inside for health reasons.

School personnel will use information from local online weather reports to determine the days the students go outside. All students are expected to go out. Parents must insure that their child is dressed warmly during the winter months, and uses lighter, more open clothing in warmer weather to stay cool.

BREAKFAST AND LUNCH PROGRAM: Osceola Elementary offers a free grab and go breakfast for all students PK – 6th grade. Breakfast is served from 8:00 until 8:15 a.m.

Monday through Friday. Our breakfast and lunch accounting program requires parents to send money in advance (preferably by the week or month) so that their child may purchase breakfast, lunch, or extra milk. The money should be put in an envelope with the child's name, grade, and amount included. Meal Payment envelopes may be picked up in the elementary office. All monies received after 9:00 a.m. will be credited on the next day's business. IF A NEGATIVE ACCOUNT BALANCE OF \$15 OCCURS THEN THE CHILD WILL BE REQUIRED TO BRING A LUNCH FROM HOME UNTIL THE ACCOUNT IS TAKEN CARE OF.

Each time a child purchases a meal, the money will be deducted from their account. Each child has been assigned a Personal Identification Number (PIN) that they will need to memorize and enter on a keypad in order to purchase breakfast, lunch, or extra milk. If the child is on the free/reduced lunch program, or brings a lunch from home, money must be sent before they may purchase **extra milk**. **There will be no cash transactions handled through the breakfast or lunch line.**

Prices for lunch are as follows:

Lunch					
<u>Grades PK-6</u>	<u>Daily</u>	<u>Weekly</u>			
Full Price	\$1.45	\$7.25	Extra Milk	.35	1.75
Reduced	.40	2.00			

SCHOOL CLOSING – BAD WEATHER: The decision to close school is normally reached between 4:00 and 6:00 a.m., after a survey of conditions have been made. If in the judgement of the bus contractor and the superintendent's office, the school should be closed, notice of school closing will be given to local radio stations and two Springfield television stations, KYTV-3 and KOLR-10 along with our text notification through School Connect.

FIELD TRIPS: As a part of the school program, children are taken on educational trips requiring bus transportation. When such trips are planned, permission slips will be sent home to be signed by parents. To be eligible to participate in such trips, students must arrive at school prior to the trip. If the parent is leaving the activity with their child prior to returning to school, previous arrangements should be made with the approval of the principal.

VOLUNTEERS: Volunteers are of valuable service to the students and staff of the Osceola School District. Osceola Elementary operates a Volunteer Tuesday program. **Confidentiality of information obtained while volunteering must be maintained.** The elementary principal will provide a training session for all volunteers. Volunteers must sign in at the office and sign a confidentiality statement. If interested in being a volunteer, please contact the elementary office (646-8333). A background check is required.

CUSTODIAL/NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES: When parents of a student are separated, involved in divorce proceedings, or are divorced, the building principal will respect the rights of custodial and non-custodial parents equally except when a court order exists concerning special restrictions. It is the responsibility of the custodial parent to provide the school principal a copy of such a court order if restricted access to student or student information is requested. For the school's purpose, the parent who resides with the child is known as the custodial parent. Parent

rights include access to student records and school mailing, attendance at parent/teacher conferences and Individual Educational Program (IEP) meetings, and authority to request that a student be released early or be absent from school for a legitimate reason. If the non-custodial parent asks to take the child from school, the custodial parent will be called, in the presence of the non-custodial parent, to explain the request.

It is the responsibility of the non-custodial parent to inform the school office of his/her name, address, and phone number if they wish to be consulted regarding their child or wish to be placed on the school's mailing list.

PROMOTION/RETENTION POLICY: The following criteria will be used to determine if a student should be promoted or retained in a grade:

1. Grades in major subject areas as reading, communication arts, and math
2. Standardized achievement test scores
3. Diagnostic test results
4. Social maturity
5. Attendance
6. Senate Bill 319*

A recommendation to retain may originate with the classroom teacher or parent. Following such a request for retention, a committee consisting of the classroom teacher, principal, and ancillary personnel will consider the request. The committee may recommend diagnostic testing to determine if special needs would keep the student from performing at grade level. In making a decision to retain or promote, the committee will give consideration to both the educational and social needs of each individual student. Parents will be advised concerning the recommendation of the retention committee before the committee makes their final decision concerning the student's retention. If the parents disagree with the decision of the retention committee, they may appeal to the superintendent. If the parents then disagree with the superintendent's decision, they may appeal to the Board of Education.

Specific criteria used to determine student success:

1. STAR Testing; grade equivalent scores
2. MAP (when available); quintile scores
3. Gates-MacGinitie spring reading test scores; grade equivalent scores
4. Teacher checklist
5. Quarterly grades or standards mastered on grade level checklists
6. Attendance records
7. IEP, if one is in place

Consideration for retention:

1. Scores in the bottom quintile (20%) on STAR TESTS and/or MAP when available
2. Reading level is more than one grade level below current placement as determined by Gates-MacGinitie spring reading test
3. Grades in two or more major subjects are in the D-F range
4. Less than half of grade level standards are mastered
5. Student receives a score below 30 on the Teacher Evaluation Checklist

6. Student has missed more than 15% of total attendance days
7. Non-compliance of Senate Bill 319*

*Senate Bill (SB) 319

1. As a result of SB 319, school districts must assess and determine the grade level reading ability of students in grade 3 and students in grades 4-6 who transfer in during the school year. This determination must be made within 45 days of the end of the school year. The assessment is NOT required for students who have already been determined to be reading at or above grade level. Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment.
2. With input from parents, school districts must develop an individualized “Reading Improvement Plan” to be implemented during grade 4, for any third-grader who was determined to be reading below second grade level. Each district will determine the content of students’ reading improvement plans. The reading plan MUST include, at a minimum, “30 hours of additional reading instruction or practice outside the regular school day during the fourth grade year”. Such instruction may be provided during the summer before grade 4 or during the regular school term.
3. After fourth grade, if a student is determined to be reading below third-grade level, the student shall be required to attend summer school to receive reading instruction. At the end of such summer school, the student shall be given another reading assessment. If such student is determined to be reading below third-grade level, the district shall notify the student’s parents/guardians, and the student shall not be promoted to fifth grade. No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this section.

AWARDS CRITERIA:

Early Childhood and K will hold a graduation at the end of the year.

K – Kindergarten diploma will be given based on mastery of quarterly goals. Reading Circle Certificate will be given based on 10 books read and documented.

1 – Individualized Awards will be earned in classroom work. Reading Circle Certificate will be given based on 12 books read and documented.

2 – Individualized Awards will be earned in classroom work. Reading Circle Certificate will be given based on 14 books read and documented.

Success assemblies will be held each month to recognize efforts

Reading Circle Certificate: The following number of books must be read.

	Fiction	Nonfiction
3 rd grade	11	5
4 th grade	12	6
5 th grade	13	7
6 th grade	14	8

EMERGENCY PROCEDURES:

Fire Drill Instructions: Due to the presence of automatic fire sensing equipment in certain areas of the building, all alarms must be treated as an actual emergency. The fire alarm is a continuous klaxon horn. Necessary directions for evacuation will be given by the classroom teacher.

Students at recess on the playground area during a fire drill will gather at the **SOUTHEAST** end of the blacktop.

In any case where a pathway is blocked by fire, smoke, or other debris, the teacher will have the final decision as to the exit necessary for the safe removal of the students.

All teachers will instruct their pupils on the first day of school regarding exits and procedures. Students will be taken a safe distance from the school and kept under control by a teacher until an all clear is sounded.

On hearing the fire horn sound, students should:

1. Rise and stand by their desk and await the teacher's instructions.
2. Leave by walking single file with the row adjacent to the door moving out first.
3. Refrain from any conversation unnecessary to the evacuation.

Tornado Alert Procedures: A tornado alert will be announced by short bursts of the bell and/or an announcement over the intercom. Following an announcement, students in all rooms will proceed to the tornado shelter under the teacher's direction as quickly as possible. Any further directions necessary will be given by the teacher.

Earthquake Procedures: Students in the classroom will drop under their desks and wait for the ground to stop shaking. They will then calmly exit the building and go to the playground. Students already outside will remain there. The teachers will give further directions.

BUS TRANSPORTATION: The school bus service is operated at no cost to the pupils. It is important that students ride the bus consistently, since state financial aid is based on the number of days that students ride the bus.

The driver of the bus is in charge of the bus and its passengers, and students are expected to maintain proper bus conduct on the bus. The importance of the driver's job cannot be exaggerated. Bus misconduct will be handled by the bus superintendent.

Bus Misconduct

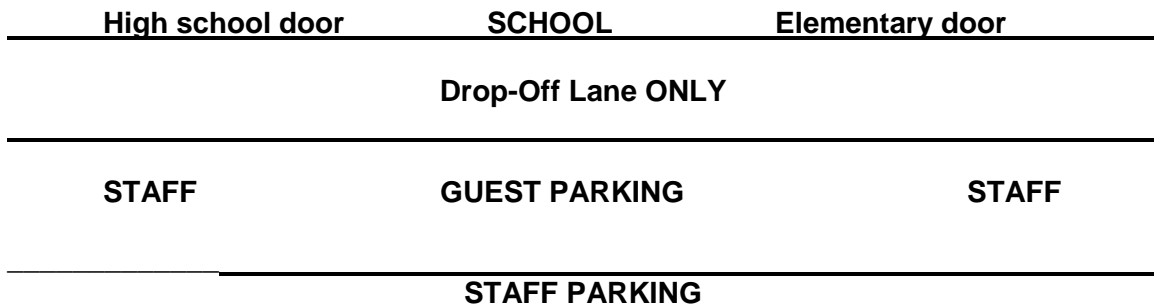
Definition: Any offense committed by a student on a contracted bus. ***The district administration reserves the right to use video cameras installed on the buses for discipline purposes. Assigned seats will be used where appropriate.***

Safe Schools Act of 1996

Note: Bus ridership is a privilege, not a right. All provisions of the Safe Schools Act of 1996 apply to bus transportation. Students and their families will be responsible for restitution for property damage caused by the student.

Level 1 Offenses	First Consequence	Second Consequence	Third Consequence
a) Leaving seat/standing while bus is in motion b) Placing body parts outside windows c) Loud talking/excessive noise d) Littering	The student will be verbally warned; possible parent contact	Parent will be contacted; Bus Superintendent may suspend bus privileges for up to 10 days	Parent will be contacted; Bus Superintendent may suspend bus privileges for up to 30 days
Level 2-3 Offenses	First Consequence	Second Consequence	Third Consequence
a) Throwing objects out windows b) Obscene language c) Vandalism d) Violation to district's drug, alcohol, weapons or sexual harassment policies. e) Fighting or scuffling f) Disrespectful/defiant towards the bus driver	The student will be referred to the Bus Superintendent and may suspend the student for 10 days and the parents will be contacted.	The student will be referred to the Bus Superintendent and may suspend the student for up to 30 days, and a parent conference will be held before the student returns to the bus.	The student will be referred to the Bus Superintendent and may suspend the student for up to 180 days, and a parent conference will be held before the student returns to the bus.

DROP-OFF / PICK-UP / GUEST PARKING



1. The lane closest to the school is reserved for **Drop-Off ONLY**. You will pull in, drop your child off, and then continue down the lane.
2. Guest parking will be located between the elementary and high school doors as indicated above in diagram. Here you can park to pick up your child, come in to take care of any business, or to visit.
3. Pick-Up afterschool: You will park in guest parking and then come up and sign your child out.

SPECIAL SERVICE INFORMATION

A goal of the Osceola School District is to provide appropriate educational programs and services for all students. In compliance with Federal and state laws, the Board of Education is required to notify the public of its responsibility to provide free appropriate special education programs and related services to all students with disabilities residing in this district. These programs are under the supervision of the Director of Special Programs.

The Osceola School District offers programs to meet the needs of students with disabilities under PL 94-142. Categories of special education programs as identified by the State Department of Education and offered by Osceola School district include: Educable Mentally Handicapped, Learning Disabilities, Emotional Disorders, Sound System Disorders, Speech/fluency Disorders, Speech/voice Disorders, Language Impairment, Visually Impaired, Hearing Impaired, Physically/other health Impaired, Orthopedic Impairment, Multiple Disabilities, Deaf/Blind, Autism, Young Child with Development Delay, and Traumatic Brain Injury. Children are eligible for Early Childhood Special Education services upon reaching their third birthday. Services are provided through self-contained classroom, resource room, and mainstreaming.

The School District also works with the Department of Elementary and Secondary Education to help place severely handicapped children in state-administered programs and to provide contracted services for those children needing programs that are not available within the district.

In addition to providing special education services, the Osceola School District does an annual census of all students with disabilities who are under 21 years of age residing in the district, or whose parents or guardians reside in the district. The information collected for the census includes name of child, the parent's or guardian's name, the birth date and age of the child, and the handicapping condition(s).

Parents and guardians maintain the right to inspect and review any and all data which is collected and to require the accuracy of the information. They have the right to request amendments if they feel the information is inaccurate, misleading or violates the privacy or the rights of their children. Parents have the right to file a complaint with the U.S. 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). You may contact your local district if you wish to review the requirements provided in FERPA.

The Osceola School District offers a Title I Early Childhood Development program for 4 year old children. Title I remedial reading is available for students in grades kindergarten through sixth.

A state assisted Gifted Program is offered for students in grades K-6 who meet the eligibility requirements. The pull-out program provides the students experiences and instruction beyond the standard elementary curriculum.

**NO CHILD LEFT BEHIND ACT OF 2001
(Public Law 107-110)**

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to the No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

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

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

In addition to the information that parents may request, districts must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.

If you have any questions, please contact the elementary office at 646-8333 or the high school office at 646-8144.

Thank you for your support.

Osceola School District

At Osceola Elementary we are very proud of the staff and teachers that work here. Below is a list of their qualifications in their fields of teaching.

2016-2017

Belisle, Shelby	Elem. Ed., 5/6 th Science	Bachelors in Health Sciences
Botka, Katy	Special Education/Speech Implementor	Bachelors in K-12 Cross Categories
Cody Carney	Elem. Ed., 5 th /6 th grade	Bachelors in Exercise Science Minor in Health Masters in Educator Admin.
Cone, Kaylene	Elem. Ed., 4 th grade	Bachelors in Elem. Ed.
Cook, Tami	Elementary Art	Bachelors in K-12 Art
Evans, Heather	Elem. Ed., 3 rd grade	Bachelors in Elem. Ed. Jr. High Mathematics
Garrison, Shelley	Early Childhood	Bachelors in Elem, Ed. Bachelors in Early Childhood
Higgins, Cassandra	Elem. Ed., 1 st grade	Bachelors in Elem. Ed.
Krebs, April	Elem. Ed., 4 th grade	Bachelors in Elem. Ed.
Langsten, Kris	Elem. Ed., 2 nd grade	Bachelors in Elem Ed
Martin, Kim	Elem. Ed., 5/6 th grade	Bachelors in Elem. Ed. Masters in Elem. Ed
McClimans, Chris	Elem. Ed., Principal	Bachelors in Elem. Ed. Jr. High Endorsement Masters in Educational Admin. Specialist in Superintendency Doctorate in Educational Leadership
McClimans, Jennifer	Elem. Ed., 1 st grade	Bachelors in Elem. Ed, Early Childhood Masters in Administration

Mcgrath, Kaela	Elem. Ed., 5/6 Lang Arts	Bachelors in Elem. Ed, Early Childhood
Ott, Amanda	Elem. Ed., Kindergarten	Bachelors in Elem. Ed. Early Childhood
Putnam, Janice	Elem. Ed. Librarian	Bachelors in Elem. Ed. Masters in Library Science
Schmedding, Juli	Elem. Ed., 1 st grade	Bachelors in Psychology Masters in Elem Ed.
Schrock, Shannon	Title Math	Bachelors in Elem. Ed.
Shepherd, Whitney	Kindergarten	Bachelors in Early Childhood
Snider, Pam	Special Services	Bachelors in K-12 Cross Categories Masters in Admin.
Sommer, Lisa	Elem. Ed., 3 rd grade	Bachelors in Elem. Ed. Masters in Reading
Wagner, Jan	Vocal Music Elem. Ed. Special Reading	Bachelors in Vocal Music and Elem. Ed. Provisional Cert.
Wohlers, Kim	Elem. Ed., Computer Literacy	Bachelors in Elem. Ed. Masters in Administration
Wood, Barbara	Spec. – Music	Masters in Social Stud. Music Certification

Paraprofessionals

Dote, Christa	Aide	60 college hours
Kottwitz, Larry	Aide	60 college hours
Meyer, Patsy	Aide	60 college hours
Thompson, Kim	Aide	60 college hours

Standard Complaint Resolution Procedure For No Child Left Behind Programs

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB).

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

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

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy:

1. Complaints on behalf of individual students should first be addressed to the teacher.
2. Unsettled matters from (1) above, or problems and questions concerning individual schools, should be directed to the principal of the school.
3. Unsettled matters from (2) above, or problems and questions concerning the school district, should be directed to the superintendent.
4. If the matter cannot be settled satisfactorily by the superintendent, it should be brought to the Board of Education. Questions and comments submitted to the secretary of the Board in letter form will be brought to the attention of the entire Board at a regularly scheduled or called meeting.

For further information, see Board Policy KL-AP.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

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

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

Student Records

Parents have the right to:

1. Inspect and review their child's education records.
2. Seek amendment of misleading information in their children's education record.
3. Request that the school not disclose "directory information" about their children.

"Directory information" is information contained in an education record which is not generally considered harmful or an invasion of privacy if disclosed. The school district designates the following items as "Directory Information": student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status, participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g. artistic performances, sporting contests, assemblies, service projects, award ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended, and photographs including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy. Parents or eligible students will have ten (10) school days after the annual public notice to view the student's "Directory Information" and to provide notice using the district "opt out request form" or in another written format to the school district that they choose to not have this information or any portion of the "Directory Information" released. Unless notified to the contrary in writing within the ten (10) school-day period, the school district may disclose any of those items designated as "Directory information" without the parent's or eligible student's prior written consent including in print and electronic publications of the school district.