

Viburnum Elementary School
Handbook for Parents/Students

IRON COUNTY C-4 Elementary School



2019-2020
Student Handbook

**Viburnum Elementary School
Handbook for Parents/Students**

Personnel

Kent Sherrow.....	Superintendent
Michelle Merseal.....	Principal
Rhonda Black.....	Secretary 4-5
Kelley Morton.....	Secretary PreK-3
Jamie Goodman.....	Process Coordinator
Brad Hubbs	Transportation Director
Melissa Hubbs.....	Elementary Counselor
Angel Gibbs.....	Preschool
Brooke Pyatt.....	Kindergarten
Teresa Halbert.....	1st Grade
Ashley Henseler.....	1st Grade
Amanda Brooks.....	2nd Grade
Jennifer Perry.....	3rd Grade
Pam Wallis.....	3rd Grade
Melissa Barton.....	4th Grade
Trudy Carty.....	5th Grade
Tana Bays.....	5th Grade
Nancy Myers.....	Title I Reading
Deb Asher	Title I Math
Garrett Hagerty	Title I Aide
Janeen Gibbs.....	Music
Samantha Callahan.....	Art
Brooke Harris.....	P.E
Leticia Faulkner.....	Resource Teacher
Danielle Retowski.....	Resource Teacher
Andrew Myers.....	Librarian
Mellisa Hubbs.....	Counselor
Mandy Davie.. ..	Librarian Aide
Brandy Baum.....	Paraprofessional
Jamie Turnbough.....	Paraprofessional

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PURPOSE

This handbook has been compiled to assist students and parents in better understanding how the school serves the community as well as being an informative instrument which you and your child may use as a reference throughout the school year. It is our hope that this handbook will be helpful to you and promote better understanding between the home and school.

PHILOSOPHY

The public schools have the responsibility to provide public education for all children. To do this, schools must promote an environment that is conducive to learning. Inappropriate conduct along with inconsistent discipline is one of the major reasons for a poor learning environment.

A renewed commitment to consistent discipline is one way to deal with dropouts, lowered academic achievement and frustrated teachers.

Expectations which establish guidelines for students are basic and necessary for establishing a proper learning environment. The discipline code is a tool used to establish this.

Viburnum Elementary has adopted the Positive Behavior Support model for outlining the behavior expected of each student across the varied school setting. This is a proactive approach to discipline that teaches students desired behaviors and ensures all staff requires similar expectations.

More information about Missouri's Positive Behavior Support initiative can be found on-line at:

<http://pbissmissouri.org/>

This policy is intended as a guide. Decisions on individual student discipline cases will be made by the administration. All decisions made by administration are final.

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ACADEMIC PROGRAMMING

A. Title I

Title I is intended to provide a program of comprehensive services specifically designed to overcome any educational deficiencies. Specifically, funds provide remedial instruction in the areas of reading and mathematics. The goal is to raise achievement in basic and advanced skills. Title instruction is coordinated with the regular education program and emphasizes mastery learning of key skills.

PARENTS RIGHT-TO-KNOW

In accordance with ESEA Section 1111(h)(6) PARENTS RIGHT-TO-KNOW, The Iron County C-4 School District is notifying you, the parent/guardian, of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

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

If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you.

B. Services to Handicapped Students

The Iron County C-4 School District will provide proper evaluation and placement of all handicapped students who reside in our school district.

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ADDRESS CHANGE

The school needs to have the student's current address, telephone number, and guardian email address. Please contact the school if you have a change in your address, telephone number, or email.

ADMISSION

A. Eligibility for admission to Viburnum Schools

The minimum age for enrollment in public school kindergarten shall be age five (5) before August 1 of the year of initial enrollment. Provided, any student who has been enrolled in a kindergarten program in another state for a period of not less than sixty (60) days, who will become five (5) during the school year in which he or she is enrolled in kindergarten and whose parents or guardians establish domicile in their school district, may be enrolled in kindergarten upon the written request of the student's parent or guardian.

The minimum age for enrollment in the first grade shall be six (6) before August 1 of the year of initial enrollment if the child has completed a kindergarten program prior to enrollment. Any six (6) year-old child who has not completed a kindergarten program prior to enrollment in the Viburnum School District shall be evaluated by the Principal or designee of the school in which said child seeks enrollment and placed in the first grade if the evaluation results indicate that the child is ready for enrollment at the first-grade level. If the evaluation results indicate that the child is not ready for enrollment at the first-grade level, the child shall be enrolled in the district's kindergarten program. Children must submit a birth certificate or its equivalent.

Before a student can be admitted to any grade above the first grade (grades 2 through 6), written evidence must be presented that he/she has been promoted to the grade in which he/she is seeking enrollment.

DISMISSAL AND RELEASE OF STUDENTS

For safety reasons, it is important that every child have a regular method of travel after school. Whether a child is a walker, car rider, or bus rider will be entered on the enrollment form. **Your child will be expected to follow this procedure unless you notify the office before 2:30 p.m. so we can get messages to students by 3:00 p.m. Changes will not be made after 2:30 p.m. unless an emergency occurs.** When a student is picked up at a time different from his/her regular dismissal time, parents must request the child through the office. We will not release students to persons other than their parents or guardians without permission from the parents or guardians, except in the case of an emergency, when we will release the child to persons designated on the enrollment form as emergency contacts. The school office must have appropriate documentation showing that a parent has no visitation rights in order to deny a

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parent the right to pick up his/her child. Parents or pick up person must come to the sidewalk to be seen before release of any PK – 3 students.

Students must have arrangements made in advance. They must have notes from parents giving their permission for the arrangements. Students will not be allowed to use the phone to make arrangements. If the arrangement causes students to ride a different bus or get off at a different place on his/her regular bus, the bus driver must be given a note from the office concerning the arrangements.

ATTENDANCE

Regular attendance is essential to the learning process of the student; therefore, student absences must be kept to a minimum.

When your child is absent, please call the school to report the absence. Leave the student's name, teacher, and reason for absence. If the school does not receive a telephone call concerning their child's absence, the school will call a parent or guardian to determine the reason for the absence and when the student can be expected back in school. If a parent or guardian cannot be reached by telephone, a note from a parent or guardian will be required upon return to school before any work will be allowed to be made up for credit. If two or more days of absence are needed, one call informing us is sufficient to clear the needed absent days.

1. Students will be allowed to make up work. It is the student's responsibility to request this work.
2. Maximum time allowed for completion of assignment will be one day for each day absent.
3. Students who are absent on a test day will take the test on the day they return to class if the test has been announced prior to student's absence.
4. When a teacher notices a pattern developing in absences, the parents will be contacted. A conference will be held with the teacher and principal.
5. Parents/Guardians will be notified by letter after the fourth (4) and (8) eighth absence per semester.
6. If a child is absent ten or more days during one semester, and the child's parents do not provide appropriate notification and evidence of a valid reason, the Department of Family Services will be called to conduct a review of the truancy.
7. Make-up work for credit will not be accepted in the event of out-of-school suspension or truancy.

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A note or call must be received if any change in routine is made concerning arrival or dismissal of children. PLEASE REMEMBER TO DATE THE NOTE.

ARRIVAL AND DISMISSAL TIME

School hours are

K-3 8:15 a.m. - 3:10 p.m.

4-6 8:15 a.m. - 3:19 p.m.

On Wednesdays school starts at 8:30 in both K-3 and 4-6 buildings. It is important that children arrive after 7:45 a.m. because of supervision.

BAD WEATHER CONDITIONS AND EMERGENCY SCHOOL CLOSINGS

Due to bad weather conditions, school closings will be televised on local news stations, announced on Farmington KTJJ FM and KREI AM and Rolla KZNN FM Radio Stations, and notification will be made with School Reach.

TELEPHONE & CELL PHONE USE

Students are not allowed to make personal calls during the school day without permission. Telephone messages for students will be delivered at the end of the day. Students will not be called to the phone except in an emergency. A student is prohibited from using or having his/her personal cellular telephone turned on during the regular school day. Students must have the telephone(s) turned off during the school day and left in their backpack.

BEHAVIOR GUIDELINES

Viburnum Elementary is a Positive Behavior Support school. The goal is to create a safe nurturing environment where students feel valued and can focus on being successful learners. The premise is to be proactive and have clearly defined expectations for all school settings, teach those expectations to students, reinforce the expectations with reward systems, and monitor behavior progress through behavior data.

The following pages include the matrix of expected behaviors for both the lower elementary and middle school setting. In addition is a list of minor unacceptable behaviors and explanation of each major unacceptable behavior along with the consequences for students who exhibit a major unacceptable behavior.

The Iron County C-4 School District is committed to providing an environment free from harassing behavior. Harassment shall be defined as “engaging in a purposeful or knowing course of conduct involving more than one incident that alarms or causes distress to another person and serves no legitimate purpose.” Such conduct might be verbal (threats, insults, whistles or rude comments about a person’s body, sexual remarks/requests); nonverbal (following another person, gestures or suggestive body movements, sexual pictures, or drawings); or physical (uncomfortable proximity, grabbing/touching someone sexually). Bullying

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is defined as a repeated and systematic intimidation, harassment, or attacks on a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put downs, threats, extortion, damaging property, or exclusions from a peer group. Allegations of harassment and/or bullying shall be investigated and if substantiated, corrective or disciplinary action will be taken and local authorities may be contacted.

PreK-3rd Grade Behavior Matrix

I am...	Respectful	Responsible	Ready to Learn
All Settings	-KHFAOOTY -Give Me 5-Attention Signal -Be kind to others	-Take care of school property (Leave No Trace) -Be prepared	-Listen to adults -Follow directions
Classroom	-Wait your turn to talk -Listen to others	-Wait for teacher permission -Make smart choices	-Transition quickly and quietly -Give your best effort
Hallways	-Silent at all times -Greet others with a smile	-SSS-Single, Straight, Silent -Walk to the right -Keep halls clean	-Return promptly to class
K-3 Cafeteria	-Use a Level 1 voice with people at your table -Eat only your food -Be silent during Magical Munching Moments	-Use polite manners (words and actions) -Clean up your area -Stay in seat	-Line up SSS ready to return to class
Restrooms	-Use Level 1 voice -Remember privacy of others	-Use good hygiene -Use resources wisely (1 pump of soap, ABC song for water)	-Return to class promptly
K-3 Playground	-Share equipment -Include others and share	-Use equipment safely -Stay within play zones -Rocks and sticks on ground -Teacher permission to leave	-Line up SSS ready to return to class when whistle blows
Dismissal	-Stay behind teacher until signaled -Walk until seated on bus	-Wait for the appropriate bell	-Leave with all belongings (AR book, HW, graded papers)

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Assemblies	-Sit appropriately -Engaged listener	-Participate positively -Raise hand/wait turn -Enter orderly SSS	-Full attention to the speaker
Bus * More detailed explanation follows	-Seated on bottom facing forward -Use level 1 voice	-Remember safety at stop, on bus, and loading/unloading -Stay seated	-Enter and exit quickly

4th-6th Grade Behavior Expectations Matrix

I am...	Respectful	Responsible	Ready to Learn
All Settings	-KHFAOOTY -Give Me 5-Attention Signal -Be kind to others	-Take care of school property (Leave No Trace) -Be prepared	-Listen to adults -Follow directions
Classroom	-Wait your turn to talk -Listen with your whole body	-Wait for teacher permission -Turn in work on time -Make smart choices	-Transition quickly and quietly -Give your best effort
Hallways	-Silent when moving -Level 1 when waiting -Greet others with a smile	-SSS-Single, Straight, Silent -Walk to the right -Keep halls clean	-Return promptly to class -Remember the "Highway Hallway"
4-6 Cafeteria	-Use a Level 1 voice with only people at your table -Be silent during announcements	-Use polite manners -Clean up your area "cleaner than you found it" -One trip out of seat	-Line up SSS ready to return to class
Restrooms	-Use Level 1 voice -Remember privacy of others	-Use good hygiene -Use resources wisely (1 pump of soap, 10 second wash, 2 towels) -Keep clean	-Return to class promptly
4-6 Playground	-Share equipment -Include others -Up to a level 3 voice	-Use equipment safely -Stay within sight of the teacher -Teacher permission to leave	-Quickly line up SSS ready to return to class
Assemblies	-Sit appropriately -Engaged listener	-Participate positively -Enter orderly	-Full attention to the speaker and performance

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Dismissal	-Listen to 3:15 greeting -Exit in an orderly line -Walk until seated	-Use sidewalk and crosswalks	-Leave with all belongings (AR book, HW, graded papers)
Bus * More detailed explanation follows	-Seated on bottom facing forward -Use level 1 voice	-Remember safety at stop, on bus, and loading/unloading -Stay seated	-Enter and exit quickly

BEHAVIOR EXPECTATIONS CONTINUED

School Bus Safety Expectations

The number of students we transport makes it important that we insure the safest possible transportation. The following more detailed expectations are in effect:

1. Pupils are expected to conform promptly with the instructions of the bus driver. The driver is responsible for the bus and pupils.
2. Be on time at designated bus stops. Inform driver when you are not going to ride the bus.
3. If necessary to cross a traveled road or highway to enter or leave the bus, look and make certain the bus has come to a stop. Then wait for proper signal from the driver, look both ways, then proceed to walk in front of the bus.
4. Occupy and remain seated in any seat assigned by the driver and assume responsibility for it.
5. When the bus stops, become quiet so driver may any danger.
6. Keep body, including hands and head, inside bus at all times.
7. Do not tamper with the emergency door, or any bus part or equipment.
8. Report to the driver at once any damage to the bus. Any damage to a bus by a student must be paid for by the student responsible for the damage.
9. No eating food or drinking on the bus unless bus driver makes allowance for it.
10. Help keep the bus clean, sanitary and orderly.

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11. The driver will not discharge riders at places other than regular bus stops unless by proper authorization from parent and the principal or superintendent.
12. On trips to school events students must obey sponsor and bus driver.

BEHAVIORS DEFINED AND CONSEQUENCES

1. Minor Unacceptable behaviors

Minor behavior problems may occur frequently throughout numerous school settings. These behaviors are defined as being disruptive but not to a significant degree to warrant immediate referral to the office. These behaviors may be dealt with by teachers or staff in various ways including but not limited to: student teacher conference, removal from a group or classroom setting, loss of privileges, assignment completion. Teachers will maintain documentations of these behaviors parent contact will be made as needed.

Below is a list of minor unacceptable behavior, but not limited to.

Talking out/interrupting
Gum chewing
Dishonesty/Cheating
Name Calling
Not Listening or waiting turn
Throwing things
Complaining/Arguing
Hands on (poking, tapping, pushing)
Refusal to participate
Not completing work
Playing in desk/ Toys out during school day
Misuse of materials
Running in the hallway
Poor attitude
Playing in the restroom
Failure to follow directions
Horseplay

Repeated minor behavior problems will result in referral to the office with consequences to be decided by the principal. These may include but are not limited to: office detention, restricted activity, loss of recess, in school suspension, out of school suspension

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1. Major Unacceptable Behaviors

Major behavior problems occur less frequently. These behaviors are defined as presenting an immediate disruption to school environment and/or an imminent threat to safety. These behaviors will primarily result in immediate referral to the principal. These behaviors will be documented in student's records and letters regarding the behavior and consequences will be sent home.

Below is a list of major unacceptable behaviors and consequences assigned to each behavior, but not limited to. Parents will be notified either by a letter that includes details of the major unacceptable behavior and in many cases more immediately by a phone conference with the principal.

A. Serious and/or continual display of disrespect toward teachers, principals, superintendent and other school personnel.

First offense-- One day suspension

Second offense-- Two days suspension

Third and successive offenses-- Three days suspension

B. Serious and/or continual display of disrespect toward other students.

First offense-- Two days noon hour detention.

Second offense-- One week noon hour detention

Third and successive offenses-- One day suspension

C. Threat to school personnel-threatening, harassing, or using abusive language toward school personnel

First offense-- Parents must meet with principal. Punishment will then be decided.

Second offense—Three to five days suspension

Third offense—Five to ten days suspension, must appear before the Board of Education.

D. Bullying-threat to another student or repeated pattern of mistreating of another student

First offense—Parents must bring student to school for a conference with the principal. **Authorities may be notified

Second offense-- One day suspension. Parents must bring student to school for a conference with the principal. **Authorities may be notified

Third and successive offenses-- Three days suspension. Parents must bring student to school for a conference with principal. ** Authorities may be notified

E. Assault to school personnel- physical injury to school personnel.

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First offense-- Expulsion. Law enforcement will be notified.

F. Assault on another student-intentionally causing physical injury to another student
Student shall be suspended until the parent brings the student in for a conference.

**Authorities will be notified.

First offense—Three days suspension: Parents must bring student to school for a conference with the principal. Authorities will be notified.

Second and Successive Offenses: Five days suspension. Parents must bring student to school for a conference with the principal. Authorities will be notified.

G. Fighting-physical aggression as a means to solve problems

First offense--Parents will immediately be called and asked to conference with the principal and take their child for the remainder of the day.

Second offense--Three days suspension: Parents must bring student to school for a conference.

Third and successive offenses – Five days suspension and parents must bring student to school. Authorities will be notified.

H. Theft/Vandalism-stealing or damaging school property, faculty property, staff property, or another student's property.

Student may be required to pay for repairs or replacement of articles. Law enforcement may be notified if appropriate.

First offense-- Parents will meet with the principal. Punishment will then be decided.

Second offense-- One day suspension

Third and successive offenses-- Three days suspension. Authorities will be notified.

*Students who lose school property will be required to pay replacement cost.

I. Inappropriate language-use of profane, abusive, obscene, or any other inappropriate language.

First offense-- Lose one noon hour recess.

Second offense-- One week noon hour recess.

Third and successive offenses-- One day suspension. Parents must bring child to school.

J. Excessive School Disruptions-use of violence, force, coercion, intimidation or any other conduct that causes disruption of any class or extra-curricular function; student shall not urge others to engage in such disruptive conduct

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First Offense—Student will conference w/the principal. Punishment will then be decided.

Second offense-- Parents will meet with principal to decide punishment.

Third Offense—One Day Suspension.

Fourth and successive offenses - - Three days suspension and parents bring child to school.

K. Forgery- reproduce the signature of parent, staff member, or other

reproduction for the purpose of deception.

First offense-- Parents notified

Second and successive offenses - - Three noon hour detentions. Parents notified.

L. Tobacco-students shall not possess or use tobacco at school, school bus, or school grounds

1. Possession of: First offense Collect and destroy the tobacco, restricted activity, conference with student, parents notified
Second offense Collect and destroy the tobacco, three noon detentions, parents notified
Third and successive offenses One day suspension and parents notified.
2. Use of: First offense—In school suspension, parents notified
Second offense One day suspension, parents notified
Third and successive offenses Three days suspension, parents notified

M . Alcoholic Beverages, Drugs or Narcotics- use of or possess alcoholic beverages or drugs on school grounds or at any school activity. Selling of any of the above is strictly prohibited.

1. Possession of: First offense Three days suspension and law enforcement notified if appropriate.
Second and successive offenses Five days suspension and law enforcement notified if appropriate.
 - Use of: First offense Five days suspension and law enforcement notified
Second offense Ten days suspension and law enforcement notified.
Third and successive offenses Expulsion and law enforcement notified.
 - Selling of: First offense Expulsion and law enforcement notified.

N. Weapons and Dangerous Instruments

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In accordance with federal and/or state law, any student who brings, possesses or uses a firearm or weapon on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case by case basis upon recommendation by the superintendent to the Board of Education.

A weapon is defined to mean one or more of the following:

a. Firearm as defined under federal law

- b. Blackjack
- c. Concealable firearm
- d. Explosive weapon
- e. Firearm silencer
- f. Gas gun
- g. Knife (3" blade or over)

Students in grades PreK 6 are not allowed to bring knives, of any size, to school.

- h. Knuckles
- i. Gun (machine, rifle, shot gun, spring gun, hand gun)
- j. Projectile weapon
- k. Any instrument or device customarily used for attack or defense against an opponent, adversary or victim, or any instrument or device used to inflict physical injury or harm to another person.

O. Display of Affection- fondling, kissing, etc. are not allowed in buildings or on school property.

First offense Two noon hour detentions, parents notified

Second offense Three days detention, parents notified

Third and successive offenses One week detention, parents notified

If conduct is considered immoral students may be suspended 10 days.

P. Cheating- copying from another student's paper, copying from a "cheat sheet", and receiving verbal answers from another student.

First offense Student shall receive a "0" for the grade recorded for that paper.

Second offense Teacher, principal and parent conference, student shall receive a "0" for that paper, additional punishment will be decided

Q. Cell Phones-the use of cell phones and other electronic communication devices is prohibited by PreK-6th grade students on any school property before or during the school day

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(7:45 am - 3:19 pm). Phones brought to school by elementary students should not be visible; this includes phones in pockets or attached to clothing. Phones should be turned off at all times; not on "silent" or "vibrate."

First Offense: Confiscation of device, noon detention, contact parents

Second Offense: Confiscation of device, 3 days noon detention, contact parents, device returned to parents only

Third Offense: In School Suspension, confiscation of device, contact parents, device returned to parents. Subsequent Offense: 1 or more days OSS; student's cell phone will be banned from school.

R. Leaving School-after arriving at school no student shall leave school grounds without permission

First offense Conference with principal. Parents notified.

Second offense One day suspension. Parents notified.

S. Bus Misconduct- disrespect to bus driver, violation of bus expectations, behavior that creates unsafe driving conditions on the bus

First offense conference with student, punishment will then decided, parent will be notified if necessary,

Second offense 3 days of noon detention or 1 day bus suspension, parents contacted, conference with driver and principal may be required

Third offense-3 day bus suspension, parents contacted, conference with driver and principal

Successive offenses student suspended from the bus for a minimum of 5 days, parents contacted, conferences with driver and principal

INTERNET/E-MAIL GUIDELINES AND COMPUTER ETHICS

This code of practice governs the publishing of information in electronic format by students of Iron County C-4 School, and in particular, the use of school computer facilities.

Iron County C-4 School District is committed to ensuring a learning environment in which all persons treat others with humanity and respect. Every student is expected to conduct himself/herself in a manner which will not discredit or harm the school or its members. Failure to maintain this standard shall constitute a breach of school policy.

It is important that information systems are not misused by the sending or displaying of material, or publicizing access to such material, which is offensive or illegal.

PORNOGRAPHY- the displaying or accessing of pornographic or sexually explicit material is not allowed.

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LIBEL- facts concerning individuals or organizations must be accurate and verifiable, and views or opinions must not portray their subjects in a way which could damage their reputation.

Students are required to agree with the following computer ethics:

1. Never knowingly post or forward information that is not true.
2. Have good manners.
3. Be creative, not destructive.
4. Always obey copyright laws.
5. Think before you send.
6. Not use someone else's account or password or share yours with anyone.
7. Obtain permission before uploading, downloading, and printing.
8. Follow the Technology Usage Policy EHB
9. Avoid accessing, viewing, creating, and distributing materials inappropriate for the school environment.
10. Conserve ink and paper resources by printing only what is needed for school projects/assignments.
11. Use school computers during school hours for school required research or projects and refrain from using the Internet for personal interest or using personal email accounts.

Parents who do not want their children using the Internet or e-mail need to send a letter to the office stating that request. Otherwise signing and returning the student handbook form implies students are allowed to use the Internet/email.

CLASSROOM PARTIES/FIELD TRIPS

Class Parties and field trips are considered a privilege for those students that have met the requirements of behavior and academics. Field Trips are inserted into the elementary program throughout the year for enhancement and extension of curricular objectives. Your signed permission will be required for all field trips. In order to go on a field trip your student must have working contact numbers on file in case of emergencies to attend the field trip.

COUNSELING PROGRAM

As a member of the district guidance department staff, a counselor is to provide comprehensive guidance program for students in grades K 6. The counselor conducts activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other elementary educational programs.

Counselor Job Responsibilities

1. Implement the K 6 guidance curriculum.
2. Guide and counsel groups and individual students through the

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- development of educational and career plans.
3. Counsel small groups and individual students with problems.
 4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
 5. Refer students with severe problems to appropriate community resources in consultation with their parents.
 6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
 7. Evaluate and revise the building guidance program.

DRESS CODE AND APPEARANCE

1. The school district recognizes that among individual rights is the freedom to govern one's personal appearance, and limitations on dress and appearance, in which fashion or taste is a sole consideration, will not be imposed. However, when appearance and dress disrupt the learning process for the individual student or other students, it then becomes a matter subject to disciplinary action.
2. Dress and grooming shall be clean and in keeping with health, safety, and sanitary practices and should not disrupt the educational process.
3. A student shall not wear or use emblems, insignias, badges or other symbols which cause substantial disruption or interference with the operation of the school or reflect or depict obscenities.
4. No skin shall be visible on the midriff. This includes both the standing and sitting position. Students will not be allowed to display any type of undergarment. Dresses, skirts, and shorts need to be mid-thigh in length. Unacceptable clothing includes but not limited to: tank tops, muscle shirts, spaghetti strapped shirts, strapless clothing, shirts with cut off sleeves, sleepwear, house shoes, slippers, lounging pants, hats, and bandanas.
5. Violation of the dress code may result in minimum disciplinary action of being required to go home immediately and change to clothing in compliance with the dress code and maximum penalty of suspension from school.

EXTRACURRICULAR ACTIVITIES

The Iron County C 4 School District believes that a dynamic program of student activities is vital to the educational development of the student.

The activities programs in the schools of this district shall provide a diversified and balanced program of experience to aid in the development of favorable habits and attitudes in students that will prepare them for adult life.

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FOOD SERVICES

To prevent problems and/or misunderstandings, we recommend that parents/guardians pay for meals in advance. It works best if students pay in advance, weekly or monthly. If paying for more than one student's meal with one check, write the name of the students on the check. This also helps with only one student per check

Breakfast: Full Price.....\$1.30

Lunch: Full Price.....\$2.40

Extra Milk:\$.40

In the event that the lunch balance reaches \$25.00 School Reach calls are made and charge letters are sent home with students. Please check backpacks. Payment is due the following day. Students must bring money once the limit is reached; otherwise they should bring meals from home. If parents/guardians fail to provide meals for students, the Department of Family Services will be notified of failure to provide their child with meals, resulting in Educational Neglect.

All cafeteria balances automatically roll over at the end of the year. Account balances transfer whenever your child moves to the next grade level.

Twenty minutes is allowed for each class to eat. The homeroom teacher collects lunch money for grades K 6. Free and reduced lunch applications are distributed during the first week of school for children who qualify for the lunch program.

Be aware and considerate of peanut free classrooms. Teachers will notify parents if your student's classroom is peanut-free.

All families are encouraged to complete a Free & Reduced Price School Meals Family Application. List all members of the household on the same application and include all income information. Payment for meals is expected until you receive notification that your application has been approved. Applications are available in the office.

Students with health issues requiring special dietary needs must submit a completed Medical Statement for Student Requiring Special Meals form to the school nurse. To properly care for your student, this Medical Statement Form must be completed and signed by your child's doctor. It must state the medical reason, list the food(s) to be omitted and name substitutions. It is required when first informing the nurse of your child's needs, as requested, or when there are changes to previous dietary information on file. USDA guidelines obligate public schools to furnish substitutions only for those dietary issues which are deemed disabling or severe and only when the required documentation has been submitted. The nurse will notify the cafeteria staff, and appropriate meal replacements may be provided as directed by the Dept. of Elementary & Secondary Education (DESE) and/or as indicated by the child's doctor. Forms are available from the school nurse.

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HEALTH INFORMATION

1. Medication Policy

Send any medication to be given at school in a safety bottle and give the names of MEDICATION, PHYSICIAN, AND DOSAGE. **Medication is NOT allowed on the bus; it must be brought into school by guardian and given to the nurse or secretary. This includes all medication, including over the counter and cough drops.**

2. Reporting Communicable Diseases and School Exclusions:

If your child has any communicable disease, please report it to the school nurse or school office, as soon as possible. Some of the most common reportable diseases are:

STREPTOCOCCAL SORE THROAT: Must be excluded from school 24 48 hours after antibiotic is begun, then send medication with student until completed (usually 10 days.)

PINK EYE (Conjunctivitis): Should not attend school during the acute stage.

SCABIES (Itch): Exclude from school until one treatment (head to toe) left on 12 hours, or as prescribed.

CHICKEN POX: Exclude for 7 days after rash appears.

HEAD LICE: Exclude until treated with an approved Pediculicide and checked by the nurse.

3. Head Lice Policy

- > If the student was infected with live head lice, the student should not return to school for 24 hours after the discovery of the head lice to allow for treatment.
- >A student who was identified as having nits but not a live head lice infestation will be re-examined within five (5) calendar days of the initial identification. If this examination reveals nits are still present, the parent/guardian will again be instructed on treatment options. This process will repeat until the student is free of nits.
- >If it appears the parent/guardian of an infested student is failing to secure timely treatment for the infestation after having been given notice of the existence of head lice or nits in accordance with these procedures, the nurse will notify the school principal, who may report the matter to the Children's Division (CD) of the Department of Social Services.

4. Screening

All kindergarten through 6th grade will be screened for vision and hearing problems in November.

Scoliosis screening is done in 6th grade.

Hearing screening on referral only after second grade.

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5. Insurance

It is the hope of the Iron County C 4 School District that all students are insured while they are at school. Students who are not covered by a family plan have an option to purchase an accident policy.

HOMEWORK POLICY

The Viburnum School District maintains that homework can be an important activity to help students learn. Homework should be included as integral part of the instructional program and a means by which students are provided extended time to master learning concepts and objectives. Homework should be a positive experience and provide students the opportunity to: (1) reinforce skill development, (2) manage learning time away from the school setting, (3) communicate to parents learning activities provided during the school day, and (4) involve other adults in helping them to learn.

1. Teachers will present materials that can be seen clearly and have instructions to be used in completing them.
2. Homework assignments will emphasize the application of knowledge and will be varied.
3. Professional staff will exercise judgment relative to the quantity and frequency of homework assignments. The emphasis will be on quality rather than quantity.
4. Teachers will maximize the use of classroom time and utilize homework as a means to reinforce learning at school.
5. Teachers will take into account school sponsored extra curricular activities when assigning homework.
6. Students will have the same amount of time as they missed to turn make up work in to teacher. Example: Three days absent, three days to turn work in to teacher.

LEAVING SCHOOL EARLY

A full day's learning experience is planned for each child: therefore, children should not leave school before dismissal time unless an emergency occurs.

Staff members shall not excuse any student from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge of the building principal or designee.

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In keeping with these precautions, the following procedures will be followed:

The building principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent or guardian through the main office.

Children of single parent families will be released only upon the request of the custodial parent (the parent whom the court holds directly responsible for the child and who is identified as such on the school records.)

SCHOOL RECORDS

1. The Family Education Rights and Privacy Act of 1974 (Public Law 93 380) states in part that "all academic and personal records pertaining to individual students are confidential and can only be inspected by students, parents, and school officials." It is the policy of this school district that the student or parent or guardian of the student may inspect the student's records at any time, upon reasonable notice.

2. Personally identifiable data from a student's record will not be released without first obtaining written permission from the parent or guardian of the student, except officials of other schools or school systems in which the student has enrolled may request and receive a student's record without written permission.

TELEPHONE

The Viburnum Elementary office telephone number is 244-5606 and the Middle School office is 244-5670. We believe very strongly that the lines of communication between the school and parents should always be open and honest. Therefore, if you have any concerns or are unclear about particular information, please feel free to call.

Students may use the office or classroom telephones in emergency cases only. Students will need permission of the classroom teacher in order to use the office phone.

VISITORS

Parents, grandparents, and other visitors are welcome to our school. We host many special events for family members. Please respect class time throughout the school day and make arrangements with the teacher if you wish to visit the classroom. Children not enrolled in our school may visit only when accompanied by an adult.

Any visitors to the school are asked to check in at the principal's office and wear a visitor badge.

VOLUNTEER PROGRAM

Parents are encouraged to become a volunteer to help with tutoring, bulletin boards, clerical duties, school parties, etc. Please let us know if you are interested. We would greatly appreciate parents or community members sharing their time and talents with our school.

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Volunteers need to be approved by the office.

ADDITIONAL INFORMATION

Board policy and procedures related to student discipline:

A. Student suspension and expulsion

NOTE: The following procedures apply to all students except those who are defined by Board policy as disabled. Procedures applicable to disabled students are described in Board policies dealing with the discipline of disabled children.

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and regulations of the school district. This observance of school policies, rules and regulations is essential for permitting others to learn at school.

Therefore, the administrative prerogative to exclude a student from school because of willful violation of school rules and regulations, willful conduct which materially or substantially disrupts the rights of others to an education, or willful conduct which endangers the student, other students or the property of the school is permitted, provided such action is taken in accordance with due process and with due regard for the welfare of both the student and the school.

The term "suspension" refers to an exclusion from school that will not exceed a specific period of time. The term "expulsion" refers to exclusion for an indefinite period.

Suspensions

In Missouri, a principal may suspend a student for up to ten (10) school days. A superintendent may suspend a student up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or superintendent must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and give the student an opportunity to present his or her version of the incident.
2. If the principal or superintendent concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply unless the student is disabled. (If the student is disabled, the procedures described in the policy dealing with the discipline of disabled children apply.)
3. The principal or superintendent should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate. In many cases, the principal or superintendent may decide not to suspend a student unless conferences (between the teacher, student and principal and/or between the parent, student and principal) have been held and have failed to change the student's behavior.
4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. Any suspension by a principal must be reported, immediately and in writing, to the superintendent, who may revoke the suspension, either part or in full, at any time.

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6. If a student is suspended for more than ten (10) school days, the following rules also apply:
 - a. The student, his or her parents, guardians or others having custodial care have a right to appeal the superintendent's decision to the Board or a committee of the Board appointed by the Board president.
 - b. If the student gives notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the superintendent's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
 - c. All notices of appeal shall be transmitted, either by the appealing party or by the superintendent, to the secretary of the Board. Oral notices, if made to the superintendent, shall be reduced to writing and communicated to the secretary of the Board.
 - d. The superintendent, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts relating to the suspension, the action taken by the superintendent, and the reasons for the action.
 - e. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time and place of the hearing and of the right to counsel, to call witnesses, and to present evidence at the hearing.
 - f. Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Suspensions For More Than 180 Days and Expulsions

Only the Board may expel a student or suspend a student for more than 180 days. The applicable procedures are outlined on the following page.

1. Before recommending to the Board that a student be expelled or suspended for more than 180 days, the superintendent must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and give the student an opportunity to present his or her version of the incident.
2. If the superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 days, the procedures described below apply unless the student is disabled. (In the case of a disabled student, the procedures described in the policy dealing with the discipline of disabled children shall apply.)
 - a. The superintendent will recommend to the Board that the student be expelled or suspended for more than 180 days. The superintendent may also immediately suspend the student for up to 180 days.
 - b. Upon receipt of the superintendent's recommendation, the Board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
3. If the student is expelled, he or she may later apply to the Board for readmission. Only the Board can readmit an expelled student.

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Student Discipline Hearings

The Board of Education may originate student discipline hearings upon recommendation of the superintendent. In such cases, the Board of Education will review the superintendent's report and determine whether to conduct a discipline hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 days or expulsions, unless after meeting with the superintendent or designee, the parent or guardian waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be adhered to:

1. The student and the parents/guardians will be advised of the charges against the student; their right to a Board hearing; the date, time and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross examine adverse witnesses. All such notifications will be made by certified mail, addressed to the student's parents or guardians. The Board shall make a good faith effort to have the parents or guardians present at the hearing.
2. Prior to the Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parents/guardians will be provided with copies of the documents to be introduced at the hearing by the administration.
3. The hearing will be closed unless the Board decided otherwise. The hearing will only be open with parental consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, his or her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross examine witnesses called in support of the charges. A licensed court reporter may record the hearing and prepare a written transcript.
4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student from the schools of the district. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parents/guardians written notice of the decision. This shall include Findings of Fact and Conclusions of Law.

Remedial Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

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Discipline of Disabled Students

Definitions

For the purposes of this policy the following terms are defined:

1. **Change of Placement:** Any removal of a disabled student from his or her assigned classroom or service specified in an IEP or by a multidisciplinary committee responsible for determining placement, for other than short term crisis management, for a period of more than ten (10) consecutive days, or cumulative days if a pattern of suspension is created, within the year. Multiple suspensions which accumulate to more than ten (10) days may constitute a change in placement if a pattern of suspension results, and should be evaluated on a case by case basis. Factors to be considered in determining whether a pattern of suspension is present include the number and length of suspensions, their proximity to each other, and the total amount of time a student is suspended from school.

Interventions established by a multidisciplinary committee which continue the provision of special education and related services, or interventions which do not substantially interrupt the provision of services identified by a multidisciplinary committee, or those in an IEP, will not count toward the ten day limit. A disabled student who brings a firearm (as defined in 18 U.S.C. 921) on school property may be placed in an interim appropriate educational setting for not more than 45 days.

2. **Disabled Student:** A student identified as disabled as defined in P.L. 94 142/IDEA or Section 504 of the Rehabilitation Act, or a student referred for a single disciplinary or multidisciplinary evaluation.

3. **Suspension:** Removal of a student from school for a definite period of time for misconduct. A suspension of more than ten (10) consecutive days constitutes a change of placement.

4. **Expulsion:** Removal from school for an indefinite period of time for serious misconduct.

Procedures

1. If a disabled student is charged with misconduct which may result in a suspension, the student and the student's parents or guardian shall be given oral or written notice of the charges. If the charges are denied, the student, parent or guardian shall be given an oral or written explanation of the facts which form the basis of the proposed suspension. The student, with assistance of a parent or guardian, shall then be given an opportunity to present his or her version of the incident.

2. The principal shall keep a record of all disciplinary action taken against a disabled student which, if continued for more than ten consecutive/cumulative days, would amount to a change in placement.

3. If any disciplinary action which will result in a change in placement is proposed against a disabled student, the supervisor of special education and the chairperson of the student's multidisciplinary committee responsible for determining placement shall be notified, and the committee shall be convened as soon as practicable.

The student shall be accorded all procedural rights under federal and state law, including:

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- a. Notice of the proposed action,
- b. The right to examine the record,
- c. Re evaluation if a significant change in placement is proposed,
- d. The right to appeal,
- e. A hearing with the right to representation by counsel, and

f. If a parent request due process, the student has a right to remain in the current placement until resolution of the due process proceedings unless an agreement is reached with the parents for an alternative placement or a court injunction is obtained.

4. If a disabled student is found by the district to present a danger to himself or herself or others, and the student's parent or guardian has not consented to an immediate change in placement pending due process procedures, then the district may seek a court order for an immediate change in placement, pending the completion of such procedures. If the court does not determine the nature and extent of services to be provided to such child during this period, the multidisciplinary committee shall make such determination. In the case of a disability resulting in violent behavior which causes a substantial likelihood of injury to the student or others, the district shall initiate procedures to remove the child to a more appropriate placement if the district has made reasonable efforts to minimize the risk.

5. If the discipline proposed would result in a change in placement, the committee shall determine whether the behavior for which discipline is proposed is related to the child's disability, and whether the child is currently placed in the appropriate least restrictive environment based on a multidisciplinary evaluation.

6. If the committee determines that the behavior is unrelated to the disability, discipline resulting in a change of placement may be imposed, including suspension or expulsion. Parents or guardians must be notified of a change in placement. However, special education services cannot be ceased. A determination that the student's behavior is unrelated to the disability indicates that normal disciplinary measures recommended by the administration are appropriate. The committee's determination may be appealed. The nature and extent of educational services to be provided during any such period of suspension or expulsion, if any, shall be based on recommendations of the multidisciplinary committee, subject to the right of appeal.

7. If the committee determines that the behavior is related to the student's disability, the student shall remain in the current placement pending completion of the administrative process. Disciplinary action resulting in a change in placement may not be taken against such a student. The committee shall modify the student's placement or IEP as appropriate.

8. Due process procedures, applicable to suspension or expulsion under state law as provided in sections 167.161 and 167.171, RSMo, shall be provided prior to suspension or expulsion of disabled students.

EXCELLENCE IN EDUCATION ACT OF 1985

Section 5

1. The local board of education of each school district shall establish a policy of discipline, a written

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copy of which shall be made available in the office of the superintendent of such district, during normal business hours, for public inspection.

2. The policy shall contain the consequences of failure to obey standards of conduct set by the local board of education, and the importance of the standards to the maintenance of an atmosphere where orderly learning is possible and encouraged.

3. All district personnel responsible 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.

4. Teachers and other authorized district personnel in public schools responsible for the care, supervision, and discipline of school children, including volunteers selected with reasonable care by the school district, shall not be civilly liable when acting in conformity with the established policy of discipline developed by each board under this section.

FREE AND APPROPRIATE PUBLIC EDUCATION

All public schools are required to provide a free and appropriate public education to all students with disabilities, including those attending private/parochial schools, beginning on the child's third birthday through age twenty (20) regardless of the child's disability. The public school assures that to comply with the full educational opportunity goal, services for students three (3) through twenty-one (21) will be fully implemented by 1999. Disabilities include: learning disabilities, mental retardation, behavior disorders/emotional disturbance, speech disorders (voice, fluency, or articulation), language disorders, visually impaired, hearing impaired, physically/other health impaired, multiple disabilities, deaf/blind, autism, early childhood special education, and traumatic brain injury.

The public 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's First Steps Program.

All public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. Parents have the right to request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. 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). You may contact your local district, if you wish, to review the requirements provided in FERPA. The public school has developed a Local Compliance Plan for implementation of Special Education and this Plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. The Local Compliance Plan is a written narrative which describes the district's plan for compliance with the requirements for procedures which the district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. The plan also describes the assurances that services are provided in compliance with the requirement of 34 CFR 76.301 of the General Education Provision Act. Public schools in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth through age twenty (20) who reside in the district or whose parent/legal guardian resides in the district. This census is compiled as of May 1 of each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian's name/address; birth date and age of each child; and each child's disability or suspected disability. Should the district fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted. If you have a child with a disability or know of a child with a disability who is not attending the public school, please

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contact your school district. This notice can be provided in languages such as Chinese, Spanish, Arabic, and Vietnamese or any other language as may be necessary.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants, for admission and employment, with Iron County C-4 Schools are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Iron County C-4 Schools compliance with the regulations implementing or feels that he or she has been discriminated against in violation of the nondiscriminatory policy shall apply for redress or direct questions to the following Coordinators:

Section 504

Mrs. Angel Williams
573-244-5521
Iron County C-4 Schools
35 Highway 49
Viburnum, MO 65566

Homeless and Migrant/ELL

Ms. Gretchen Hill
573-244-5521
Iron County C-4 Schools
35 Highway 49
Viburnum, MO 65566

Titles VI and IX

Kent Sherrow
573-244-5422
Iron County C-4 Schools
35 Highway 49
Viburnum, MO 65566

Individual Health Plan

Nurse
573-244-5606
Iron County C-4 Schools
3 Highway Y
Viburnum, MO 65566

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulation implementing Title VI, Title IX, or Section 504. The second exemption under FERPA allows disclosure of information, without prior parental consent, to officials of another school or district when the student seeks or intends to enroll in the new school. Such disclosure is permissible when (1) the district that maintains the student's records receives a request from the parent or eligible student to transfer such records; or (2) when the school district has previously notified parents and eligible students, through the annual notification requirement under FERPA that educational records would be transferred whenever a student moves to another school or district.

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COMPLAINT PROCEDURES

What is a complaint for the purpose of this procedure?

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

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted.

Who may file a complaint?

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 of Elementary and Secondary Education may file a complaint.

What type of complaint is recognized?

A complaint alleging that a local school district, or the Department of Elementary and Secondary Education is violating, misapplying, or misinterpreting a law or a regulation.

Procedures as to how complaints are filed against either the local school district or the Department of Elementary and Secondary Education and how the complaints are heard and resolved can be obtained by contacting the Superintendent's Office.

How does the Department hear and resolve complaints?

Any formal complaints against the Department or an unresolved complaint against a local school district related to the IASA is to be addressed to the Director of the Grants Management Section.

Within thirty days after receiving a complaint or appeal, the section director will resolve the complaint and inform the interested parties in writing of the decision. In resolving the complaint, the section director may rely upon statements of the parties involved or may conduct an independent investigation. The section director may grant an extension of the thirty-day limit for just cause.

If a complaint disagrees with the decision of the section director, the complainant may, within ten working days, appeal to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision. Within thirty days after receiving and appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant in writing.

If the complainant disagrees with the decision of the Deputy Commissioner of Education in matter relating to federal law or regulation, the complainant may request a review of the decision by the United States Secretary of Education in accordance with 34 CSR Part 76, section 76.781.

PUBLIC COMPLAINTS

The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved through communication with the appropriate staff members and officers of the school district, such as the faculty, the principals, the superintendent or the Board.

The following steps are proper procedures to be followed by persons with questions or complaints regarding the operation of the school district:

Complaints on behalf of individual students should first be addressed to the teacher.

Unsettled matters from above, or problems and questions concerning individual schools should be directed to the superintendent.

Unsettled matters from above, or problems and questions concerning the school district should be directed to the superintendent.

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 a letterform will be brought to the attention of the entire Board at a regularly scheduled or called meeting. If necessary, a Board hearing will be scheduled to resolve the complaint. However, the decision of the Board shall be

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final except in the case of complaints concerning the administration of federal programs. In that case the complaint may go to the appropriate section of the Department of Elementary and Secondary Education and from there on to the United States Secretary of Education.

The Board considers it the obligation of the professional and support staff of the district to field the questions of parents/guardians or the public. Accordingly, the district will inform patrons of this complaint procedure and its availability for lodging complaints against the local district or the state.

Complaints regarding district compliance with nondiscrimination laws will be processed according to the grievance procedure (AC-R), established for that purpose.

STUDENT COMPLAINTS AND GRIEVANCES

Alleged acts of unfairness or any decision made by school personnel, except as otherwise provided for under student suspension and expulsion, which students and /or parents/guardians believe to be unjust or in violation of pertinent policies of the Board or individual school rules, may be appealed to the school principal or a designated representative.

The following guidelines are established for the presentation of student complaints and grievances:

The principals shall schedule a conference with the student any staff members involved to attempt to resolve the problem. Parents/Guardians may be involved in the conference, or a later conference for parents/guardians may be scheduled at the discretion of the principal.

If the problem is not resolved to the satisfaction of the student and /or parents/guardians, a request may be submitted for a conference with the superintendent of schools. The superintendent shall arrange a conference to consider the problem, and to inform participants of the action that will be taken.

If the student and /or parents/guardians are not satisfied with the action of the superintendent, they may submit a written request to appear before the Board of Education. Unless required by law, a hearing will be at the discretion of the Board. The decision of the Board shall be final.

All persons are assured they may utilize this procedure without reprisal.

NONDISCRIMINATION COMPLIANCE GRIEVANCE PROCEDURE

Harassment Definitions

Hostile Environment - "Harassment": Harassment, including sexual harassment and racial harassment, is one theory of establishing that a person has been illegally discriminated against. Behavior, based upon the protected classifications listed in policy AC, whereby the school or work environment becomes permeated with intimidation, ridicule and insult that is sufficiently severe or pervasive to alter the conditions of a student's participation in the district's programs and activities, or of an employee's employment, can amount to prohibited discrimination and is therefore within the prohibitions of policy AC. Any intimidation, ridicule or insult that is based on a reason listed in policy AC, including sex or race, is to be reported to the nondiscrimination compliance coordinator. In addition, unwelcome sexual advances, unwelcome requests for sexual favors and other unwelcome verbal, nonverbal or physical conduct of a sexual nature can contribute to rendering an environment hostile, and thereby discriminatory, on the basis of sex. A person's age and the relationship between the parties are factors which can make conduct unwelcome even in the absence of an obvious negative reaction by the victim. The harasser and the victim need not be of a different sex, race, etc.

"Quid pro Quo": This is another form of behavior that can amount to discrimination on the basis of sex. This occurs when an employee's supervisor makes job benefits or refraining from adverse action conditional upon submission to unwelcome sexual advances, unwelcome requests for sexual favors and other unwelcome verbal, nonverbal or physical conduct of a sexual nature. Similarly, "quid pro quo"

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harassment also occurs when an employee of the district, in real or apparent authority over a student, conditions the student's participation in the district's programs or bases educational decisions upon submission to unwelcome sexual advances, unwelcome requests for sexual favors and other unwelcome verbal, nonverbal or physical conduct of a sexual nature. It is extremely important that any person, who knows of or experiences such "quid pro quo" behavior, whether or not the threatened action or promised favor was carried out, immediately notify the district's nondiscrimination compliance coordinator.

If harassment is occurring, there may be a variety of witnesses to discrete actions that may not of themselves seem of particular gravity. Also, victims may be unwilling to report or, because of their youth, may not understand the prohibited nature of some conduct. Only a central repository of all such reports from the entire district community can allow the compliance coordinator to effectively detect and remedy potentially illegal discriminatory harassment before its severity or pervasiveness causes the district to fail in its compliance obligations. What constitutes discrimination by harassment depends on the facts of each situation, and therefore doubt as to whether to report to the compliance coordinator should be resolved in favor of reporting, so that the compliance coordinator has more, rather than less, information about a situation.

Procedure - General

This grievance procedure exists to provide formal resolution of complaints that policy AC has been violated. It does not prohibit the informal adjustment of any complaint. Pursuit of informal adjustment is not a valid reason for missing a filing deadline, but a timely filed complaint may be continued by consent of the parties in order to allow pursuit of informal adjustment.

The nondiscrimination compliance coordinator should be informed of the progress of all informal adjustments and grievances at each step by the district employee responsible for each step of a grievance, so that the compliance coordinator may keep abreast of all matters concerning policy AC and be ready at any time to report on the same to the superintendent, Board or an outside agency.

Where a statute, administrative rule, or Board policy provides a scheme for resolutions of complaints arising under that statute, rule or policy, this grievance procedure shall not be applicable.

When, based upon reported information and/or investigation, the compliance coordinator finds a likely violation of policy AC, the compliance coordinator shall so inform the superintendent, regardless of whether a complaint has been filed. Lack of a complaint will not preclude appropriate remedial action by the district upon a finding by the superintendent of a violation of policy AC, nor will the existence of a complaint or its outcome hinder the superintendent in enforcing policy AC. Lack of a remedial action does not preclude a disciplinary action, and vice versa.

In addition to keeping the superintendent informed of likely violations of policy AC throughout the district, the compliance coordinator should also confidentially contact putative victims of likely violations of policy AC to investigate, further explain policy AC if necessary, and make sure the putative victim is aware of the grievance procedure.

Actions involving employees or students implemented as remedial action for a violation of policy AC are not exempt from such constitutional due process requirements as apply case-by-case to such an individual and/or the nature of the action taken. However, this regulation is not meant to provide any additional substantive or procedural rights to employees or students who must be involved in remedial actions.

If a person designated to hear a complaint or appeal is the subject of the complaint, the next highest step in the grievance process will be used.

Deadlines herein are directory only, and not mandatory, upon the district. If more than twice the allotted time has expired without a response, appeal may be taken to the next step.

Persons alleged to have violated policy AC, and/or persons necessarily involved in resolution of complaints, will have access to written grievance materials only in the event that remedial or disciplinary

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action is actually implemented, and then only on a need -to-know basis or as required by the constitution. Participants must understand that FERPA may prevent the disclosure of some records or actions to complainants, including in the written responses called for in these regulations.

Failure to prosecute an appeal within the timelines given will be deemed as acceptance of the findings and any remedial action of the last level used.

All documents, communications and records pertaining to this grievance procedure will be kept separate from personnel records of employees. *

The district will not be relieved of its responsibility to respond to a complaint filed under this grievance procedure by the fact that an outside enforcing agency has received a complaint arising from the same circumstances.

The compliance coordinator will make follow-up inquiries on completed grievances and informal adjustments to assure that remedial actions have been effective, and to assure that no violation of policy AC persists or has been caused by the grievance or adjustment itself.

Definitions

Complaint - Submission to the responsible district official of a written and signed allegation that there has been a violation of policy AC, which states: date of filing, discrimination category at issue (e.g., sex, national origin, etc.), names of persons involved including possible witnesses, facts alleged to have happened, a statement of why the facts constitute a violation of policy AC, a suggestion of the remedy desired, and a statement of any informal adjustment attempts or progress within the complainant's knowledge as of the date of the complaint. Exhibits may be attached.

Complainant - A person who, by the filing of a complaint under this procedure, claims to be the victim, or the parent or guardian of a student who claims the student was a victim of discrimination in violation of policy AC.

Appeal - An appeal requires the filing of the original complaint and exhibits, all decisions rendered by district officials at any lower levels in the grievance process, a statement of why the decision being appealed from is inadequate or incorrect, and a statement of the progress of any informal adjustment known to the complainant.

Procedure

Level I -- A complaint is to be filed with the principal of the building concerned, who may assign an assistant principal to handle the matter. The principal or designee will inform the compliance coordinator of the existence of the complaint and send a copy of the filed materials to the compliance coordinator. Within a normal limit of five (5) working days after submission of a complete complaint, the principal or designee shall conduct an investigation, including such hearings or ex parte interviews as are reasonably necessary, including contacting witnesses identified by the complaint. The principal will then issue a written response to the complaint: (1) Summarizing the facts, (2) Making conclusions on whether they constitute a violation of policy AC and (3) if a violation of policy AC is found, stating what remedial action will be implemented at the school level or sought from the central administration.

Level 11 -- Within five (5) working days after receiving the Level I decision, appeal may be taken to the nondiscrimination compliance coordinator. The compliance coordinator will meet with the complainant as soon as workably possible to review the appellate materials, further discuss the complaint and take any additional evidence the complainant has to offer. The compliance coordinator may make additional investigations, including hearings or ex parte interviews, or may remand the complaint to Level I for further investigations. Within a normal limit of five (5) working days, the compliance coordinator will issue a written response to the appeal summarizing his or her findings and stating what, if any, remedial actions will be recommended to the superintendent and/or the building-level administration for implementation.

Level III -- Within five (5) working days after receiving the Level 11 decision, appeal may be taken to the superintendent. The superintendent may refer the matter to an assistant or associate superintendent, general counsel, or outside counsel, to act as designee and prepare a final decision for signature and

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implementation. The superintendent or designee will review the appeal materials, conduct further investigations or hearings at the superintendent's or designee's discretion, and seek counsel if necessary. Within a normal limit of ten (10) working days, the superintendent will issue a written decision upon the appeal stating whether a violation of policy AC is found and, if so, stating what remedial actions will be implemented. A copy of the appeal and decision will be sent to the compliance coordinator by the superintendent.

Level IV -- Within five (5) working days after receiving the Level III decision, appeal may be taken to the Board of Education by filing the appeal, with the superintendent. The matter will be placed on the agenda of the next scheduled meeting of the Board, for closed session unless law requires otherwise. The complainant will be allowed to address the Board, and the Board may call for the presence of such other persons as the Board deems necessary to advise it on the matter and the maintenance of its compliance obligations. The Board may conduct its procedure upon the appeal as it sees fit, and shall normally render a written decision upon the appeal within 30 working days, for implementation by the administration. For district purposes, and without waiving the right to take any actions later deemed necessary for nondiscrimination mandate compliance, the Board's decision and any actions taken are final. A copy of the appeal and decision will be sent to the compliance coordinator by the Board secretary.

This paragraph does not include the records of a collateral disciplinary action. Records of disciplinary actions for violations of policy AC are kept in the same manner as any other discipline

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This handbook is prepared to assist the student in adjusting to school life. The Faculty, the Administration, and the Board of Education believe that an understanding by each student of the school rules and regulations is necessary in order to create a positive learning atmosphere.

We ask that each student discuss this handbook with his or her parents or guardians. This will avoid confusion and misunderstanding.

The acknowledgment by a parent or guardian that a copy of the handbook has been provided is a requirement for enrollment of their child in the Iron County C-4 Schools. Your child must return the form provided below to the school in order to complete enrollment.

We are looking forward to a terrific year. Please feel free to call or visit the school if you wish to discuss or observe your child activities.

Sincerely,

Michelle Merseal
Elementary/Middle School Principal

I have received a copy of the 2019-2020 Student Handbook, and I understand the rules and regulations apply to all students of the Iron County C-4 Elementary School.

Signature of Parent or Guardian

Signature of Student

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Date