

Ava Elementary

STUDENT HANDBOOK



2022-2023

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Welcome to the Ava Elementary School. The school staff wants the best education possible for our children, and we know that can only come about by striving to meet high expectations. It cannot become a reality without the support of the parents and the patrons of this district.

Since good schools are an important part of our community, it is important that we realize only through cooperation and effort on the part of all concerned can good schools be achieved. We, the school staff, wish to cooperate with you, the parents and guardian, so your child will receive the benefits which result from parent-teacher cooperation.

With this thought in mind, this handbook has been prepared to help answer any questions which you might have concerning school policies and the school life of your child. Your interest in the school is appreciated. We invite you to visit your school and consult with the staff.

Mrs. Katy Chapman
Elementary Principal

ADDRESS

Ava R-1 Schools
Elementary Building
P.O. Box 338
Ava, Missouri 65608

PHONE NUMBERS

Administration: 683-4717
Elementary School: 683-5450
Middle School: 683-3835
High School: 683-5747

www.avabears.net



MOTTO

ENTER TO LEARN . . . LEAVE TO ACHIEVE

DISTRICT GOALS

1. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
2. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
3. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
5. Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

MISSION STATEMENT

The mission of the Ava R-1 School District is to educate today's youth to achieve in an ever changing world. Through a cooperative effort, we are committed to providing a comprehensive education in a supportive environment that challenges and encourages all students to become successful and productive citizens.

PHILOSOPHY

The district believes that every child should have the opportunity to acquire a quality education. The district recognizes the necessity of education for all children, in a partnership with the home and community, beginning at birth. The district provides a well-balanced, up-to-date, and challenging curriculum in a safe, positive, and comfortable environment.

The district believes the school has an obligation to prepare all students for life through an environment that is fair and orderly and has high expectations for student achievement. The district further believes that all students will learn from both structured and unstructured situations when sequenced into the proper state of learning opportunities.

The district believes that change is an ongoing and natural process that includes school, home, and community. We all must change as rapidly as the world around us in order to meet the present and future needs of our students in a global community.

OVERVIEW

- The Ava R-I School District, organized in 1956, has grown to an area of 383 square miles.
- The school district is fully accredited, the highest possible rating, by the Missouri Department of Elementary and Secondary Education.
- The elementary school has certified employees and support staff who work together to provide outstanding education opportunities to the children of Ava Elementary.
- Special teachers are provided in the elementary school in the subject areas of physical education, art, music, health, technology, and library media services.

BOARD OF EDUCATION ADMINISTRATION

Mark Henry, President
Brandy Stanifer, Vice-President
Chance Dry, Secretary
Lowell Strong, Member
Troy Tredway, Member
Josh Cleaver, Member
Seth Thompson, Member

Aaron Dalton, Superintendent
Melissa Payne, Assistant Superintendent
Dr. Teresa Nash, HS Principal
Nathan Houk, HS Asst. Principal
Patty Nelson, MS Principal
Katy Chapman, Elementary Principal
Melissa Dalton, Special Education Director

FACULTY & STAFF

PRINCIPAL'S OFFICE

Katy Chapman, Principal
Dakotah Jones, Secretary
Debbie Towell, Secretary

PRE-K & PAT

Karen Etheridge, PAT
Sarah Nuckols, PAT
Vicki Dudley, ECSE
Stephanie Hall, PreK
Debbie Byers, PreK
Cindy Hailey, PreK

SPECIAL AREA TEACHERS

Jessie Lehman, Physical Education
Angela Ewing, Library/STEAM
Madison Curtis, Music
Kelsie Cleeton, Physical Education

KINDERGARTEN

Shanna McDonald
Shila Currier
Kelly King
Leanna Elliott
Melissa Drake

FIRST GRADE

Cheryl Miller
Devin Donley
Kim Johnson
Rachel Akers
Ginger Gastineau

SECOND GRADE

Jessica Overcast
Kylie Loftin
Jennifer Pitts
Mikaela Milla
Amy Lansdown

THIRD GRADE

Ciara Bray
Meghan Ritter
Cathy Rahder
Missy Lawler
Samantha Neuenschwander

FOURTH GRADE

Cheryl Beason
Morgan Emerich
Debbie Boeddeker
Morgan Loftin
April Nash

SPECIAL EDUCATION

Ginessa McFarlin, K-2
Becky Heinlein, 3-4

COUNSELOR

Cara Roberts

NURSE'S OFFICE

Wendy Brooke
Katherine Pearson

PARAPROFESSIONAL

Anna Gamboa
Jacee Swofford
Jo Johnson
Becky Pitts
Christy Albritton
Melissa Johnston
Lydia Jahrling
Rebecca Williams
Becky Nelson

INTERVENTION

Carrie Stewart, K-2 Reading
Lynn Wagner, 3-4 Reading
Carolyn Tate, Reading
Wendy Thompson, K-6 Technology
Brandy Harvill, K-8 Math

CUSTODIAL

Roger Pearson
Lester Platt
Javan Coonce

SPEECH AND LANGUAGE CLINICIAN

Students are referred to the speech and language clinician, by teachers and parents, for evaluation of sound usage, language skills, voice quality, and fluency of speaking. Students in need of speech and language services meet with the clinician for individual or small group classes.

GUIDANCE COUNSELOR

A school guidance counselor, Mrs. Cara Roberts, is available to work with students. Guidance and counseling is an integral part of our school's educational program. Mrs. Roberts will assist students in learning the skills and attitudes necessary to be successful learners. She conducts classes and group activities that are designed to help students within the school environment. Parents should contact Mrs. Roberts if they feel she can be of assistance to their child.

LIBRARY SERVICES

During the scheduled class periods the students are taught basic library skills, as well as a variety of media forms. Students will work on STEAM (Science, Technology, Engineering, Architecture, Mathematics) and Makerspace projects. In addition to the skills development, the students are allotted time for checking out books. Individual and group research projects are also encouraged.

ART

The art program is designed to provide experiences that contribute to the expressive and visual development of every child. The children will create in pencil, pen, crayon, paint, pastels, paper, found objects, clay, and print making materials.

MUSIC

The goal of the music program is to help students build a relationship with music that

provides them with enjoyment, personal growth, and an enhanced quality of life. All students participate in singing, playing musical instruments, and rhythm activities. **Please note tennis shoes are required.**

PHYSICAL EDUCATION

The goal of the physical education program is to provide a comprehensive sequence of activities, which consists of calisthenics, rhythms, tumbling relays, sports skills, loco motor skills, and games. Also, throughout the year topics all children will study concerning health, safety, and self-esteem. **Please note tennis shoes are required.**

PARENTS AS TEACHERS

The Parent as Teachers program provides information, support, and encouragement to parents during the early years of their children's life. Our parent educators are Karen Etheridge and Sara Nuckols. They may be reached by phone at 683-0406, or call the office.

AVA PRESCHOOLS

Our preschool programs are designed for 4 year olds. Currently, we have 3 preschool classrooms. Our two full-day preschool classrooms have a capacity of 40 total students, two teachers, and two aides. Our half-day program consists of a morning class of 15 students as well as an afternoon class of 15 students with one teacher working with the students. Both preschools work with the Project Construct Curriculum. Our preschools work with the Headstart program so as many preschoolers can be exposed to the educational setting prior to beginning Kindergarten. If we do not fill our class rosters with 4 year olds, we will accept 3 year olds. Our ECSE program provides Special Education Services to students at the PreK level and integrates into other classrooms to build social exposure.

BEARS DEN MORNING PROGRAM

Bears Den is funded by the district and the federal 21st CCLC grant. The Morning Program runs from 6:45 a.m. until 7:45 a.m. and is held in the elementary cafeteria. Parents will drop students at the cafeteria doors and will not accompany their child while at the morning program. The cost of the program is based on the lunch status of the student. Full priced students are charged \$3 per day. Reduced priced students are charged \$2 per day. Free lunch students are charged \$1 per day. Students attending both the morning

program and the after school program are charged only once per day. Due to the program receiving government funding, no child or family will be denied services. Scholarships are available for families who need financial assistance. Forms are available in the office or with the gatekeeper. Paperwork must be completed for scholarships to be granted. The morning program can be reached at (417) 683-0422 from 6:45-8:00 a.m. for any questions

BEARS DEN AFTERNOON PROGRAM

Bears Den is funded by the district and the federal 21st CCLC grant. The After School Program runs from 3:45 p.m. until 5:45 p.m. The cost of the program is based on the lunch status of the student. Full priced students are charged \$3 per day. Reduced priced students are charged \$2 per day. Free lunch students are charged \$1 per day. Students attending both the morning program and the after school program are charged only once per day.

Due to the program receiving government funding, no child or family will be denied services. Scholarships are available for families who need financial assistance. Forms are available in the office or with the gatekeeper. Paperwork must be completed for scholarships to be granted.

Bears Den is not available when school is canceled due to inclement weather and will not be available when school releases EARLY due to inclement weather.

Bears Den does offer Day Camps when school is not in session due to teacher inservice or teacher professional development days. Bears Den does not offer Day Camps during Holiday Breaks.

Bears Den offers recess time, snacks, homework and/or skill work, and planned hands-on activities each night.

The after school program can be reached at (417) 260-1138 from 3:30-5:45 p.m. for any questions.

SPECIAL SERVICES

PUBLIC NOTICE

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

The Ava R-1 School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

The Ava R-1 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Ava R-1 Special Services Office, 8:00AM to 3:30PM, Monday through Friday.

This notice will be provided in native languages as appropriate.

Rev. August 15, 2013

Notice of Services for students who are homeless, migrant, or speak English as a second language

Missouri school districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information please contact Melissa Dalton at 417-683-5450 or mdalton@avabears.net

Notice of rights pursuant to the Protection of Pupil Rights Amendment (PPRA)

Ava R-I School District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Ava R-I School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Ava R-I School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Ava R-I School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202

HEALTH SERVICES

The Health Office is open to students that have turned in their Health Update form for the current year. Nurses will NOT give acetaminophen or antacids without the Health Update form on file. Emergency treatment will be given to students who have not turned in their form. Guardians should update this form as student's health conditions warrant by calling the school nurse at 683-0421.

In compliance with the immunization laws set forth by the State of Missouri, all students must have their immunization records up-to-date and on file prior to the first day of school. Students with a medical or religious exemption from immunizations must have a signed form on file. These forms can be obtained from the school nurse.

All prescription medications must be brought in to the nurse's office by a parent. All over the counter medications must include a note from the parent that states the time for administration and reason for the medication to be given. Cough drops should be brought in by the student if they are needed. They will be treated as any other over the counter medication.

Students requiring a special diet due to chronic illness or a food allergy should contact the school nurse as soon as possible. Special diets must be documented by a physician and the physician's note should be on file in the nurse's office.

Students will be sent home for having a temperature of 100 degrees or greater. Due to school policy, students with a temperature of 100 degrees or greater are required to stay home the next day. Your child must be fever free for 24 hours without the use acetaminophen, ibuprofen, etc. This policy discourages the spread of the flu and flu-like illnesses.

Students will be sent home for communicable diseases such as/but not limited to: pink eye (bacterial conjunctivitis), impetigo and head lice. Students with head lice must be re-examined by the school nurse before returning to class the next day.

The school nurse provides vision, hearing, dental and growth/development screenings each year.

Please keep all home phone numbers, cell numbers and emergency contact numbers up to date and on file throughout the year so that we may help insure the safety of your child. You can reach the school nurse at 683-0421 or by email wbrooke@avabears.net.

Information on MO HealthNet for Kids

DOES YOUR CHILD NEED HEALTHCARE COVERAGE?

MO HealthNet for Kids may be the answer

MO HealthNet for Kids provides healthcare coverage for children under age 19 whose family income falls within certain guidelines. (See back for income guidelines.)

Who Is Eligible?

A child:

- who is under age 19;
- who applies for a social security number;
- who lives in Missouri and intends to remain;
- who is a United States citizen or an eligible qualified non-citizen (NOTE: receipt of MO HealthNet benefits does NOT subject qualified non-citizens to public charge consideration), and
- who is countable family income meets the income guidelines.

NOTE: The parent/caretaker must cooperate with Child Support Enforcement (CSE) in the pursuit of medical support.

TYPES OF COVERAGE AVAILABLE:

MO HealthNet for Kids Non-SCHIP

- 196% FPL for children under age 1
- 148% FPL for ages 1-18

MO HealthNet for Kids (SCHIP) Non-Premium

- family gross income over 148% FPL up to 150% FPL;

- must be uninsured

MO HealthNet for Kids (SCHIP) Premium

- family gross income over 150% FPL up to 300% FPL;
- they are uninsured for 6 months; effective: 7/1/14 uninsured for 3 months;
- children in families with gross income over 150% FPL without access to affordable health insurance (from \$74 to \$185 per month, based on family size and income) and the family must pay a monthly premium. Premium amounts change in July of each year. The premium is based on family size and income to insure that no family pays more than 5% of their income for coverage.

Apply on line at www.mydss.mo.gov by choosing the "Apply for Health Benefits" option or request an application from 1-855-FSD-INFO.



WELLNESS POLICY

The Ava R-I School District has adopted a state recommended Wellness Policy and can be found in the central administration office or our district website, www.avaschool.k12.mo.us. The following guidelines have been suggested and will be followed.

Classroom Snacks: If classroom snacks are allowed, the foods must be on the approved healthy snack list. See List below.

Approved Snacks: raisins, popcorn, bagels, cereal bars, fresh fruit, pudding, beef jerky, whole grain cereals low in sugar, canned fruit (natural or light syrup), pretzels, nuts, graham crackers, trail mix, cheese cubes, string cheese, whole wheat crackers, roasted soy nuts, granola bars, baked chips, rice crispy treats, lean deli meats, dried fruit, rice cakes, animal crackers, jello cups, precut raw veggies, applesauce

Beverages: no calorie water, skim or low fat milk, 100% fruit juice, sports drinks that contain less than 35% sugar or 50% real fruit juice, low calorie or diet sodas

Physical Activity: Students will walk or run laps prior to free play during recess time. Teachers will schedule brief periods of time throughout the day for students to stretch and move their bodies to enhance thinking ability.

Water: Students will be allowed to take water into the classroom, provided that the water is in a clear, non-breakable, capped container, such as a water bottle to prevent spills.

Food: All foods and beverages the district provides or makes available to students during the school day will meet or exceed the Smart Snacks nutrition standards. This includes, but is not limited to, foods and beverages provided or made available to students for celebrations, classroom parties and birthdays, regardless of the source of the food. The district will provide parents/guardians and district employees a list of foods and beverages that meet the Smart Snacks nutrition standards and a list of healthy party ideas, including nonfood celebration ideas. Foods and beverages should not be used as a reward or withheld as punishment.

Emergency Medication

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes that can be administered by the school nurse or other school employee trained and supervised by the nurse when the nurse or trained employee believes, based on his or her training, that a student is having a life threatening anaphylactic reaction. In accordance with the law, qualified employees will be held harmless and immune from civil liability for administering epinephrine in good faith and according to standard medical practice.

Epinephrine will only be administered in accordance with written protocols provided by an authorized prescriber. The Board will purchase an adequate number of prefilled epinephrine auto syringes based on the recommendation of the school nurse, who will be responsible for maintaining an adequate supply. The school principal will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine. A current copy will be kept with the devices at all times.

BUILDING REGULATIONS

1. Entrance doors will be unlocked from 7:45 – 8:00 a.m. The main office door is equipped with a buzz in security system for visitors during school hours. All doors remain locked throughout the school day and after school.

2. Students going to the Before School Care Program will use the lunchroom entrance on 10th Avenue (see Before and After School Care Program for more details.)
3. All students arriving before 7:45 a.m. will go to the cafeteria for Bears Den Morning Care.
4. Students will be dismissed from the lunchroom at 7:45 a.m. to go to their classroom.
5. Morning bell will be at 8:00 a.m. Announcements are made at 8:15 a.m. and instruction begins immediately and ends at 3:30 p.m.
6. Parents should call the school **before 2:00 p.m.** if a change in transportation is needed for their child. **Changes will not be made after 2:30 p.m.**
7. All visitors are to report to the office upon entering the building for security reasons. All visitors are required to sign-in at the office and wear a visitor's badge.
8. Students will follow the BEAR Code (See Expectation Matrix)

CHANGE OF INFORMATION

When there is a change in the information listed on your child's enrollment form, please send this information to the school office. Report any change of address, place of employment, telephone number, doctor, or dentist. If the telephone number is unlisted we still need it for emergency situations. In an emergency situation, the wrong phone number means a delay in informing you of a situation requiring your immediate attention. For your child's sake, always keep the school informed of changes in home or work phone numbers.

CHILD CUSTODY

In most cases, when parents are divorced, both the mother and the father continue to have equal rights where their children are concerned. If there is a court order that limits the rights of one of the parents, like custody or visitation, the office **MUST** have a copy of this court order. If we do not have a court order we assume both parents have equal rights to pick up children at school and all other contact situations.

STUDENTS NOT RIDING A BUS

Only buses and vehicles with parking permits will be allowed on East Main Avenue (the street in front of the elementary school) between the hours of 7:30-8:30 and 2:45 – 3:30. Vehicles without permits will be given tickets from the police department.

Morning Drop-Off

Students who do not ride a bus will enter the building on the north side of the building on Broadway Avenue. Students arriving before 7:45 a.m. will go to the lunchroom entrance on Broadway. Students arriving after 7:45 a.m. may use the upper classroom doors on Broadway. Students need to be dropped off on the school side of the street. Parents should NOT park on the residential side of the street and walk students across. Mrs. Roberts, our school counselor, will be stationed by the north side entrance doors to take notes and snacks from parents to be delivered to classrooms. Parents **may not** walk their children to class. Normal visitor procedures must be followed.

Afternoon Parent Pickup

Students who do not ride the bus will be picked up by their parents on Broadway Avenue. A staff member will walk the students to the car that is picking them up. Please remain in your car so the flow of traffic will move smoothly. **Please do not walk to the gate or come into the building to pick up your child.** Students not picked up within 15 minutes from dismissal will be sent to Bears Den.

Students walking home will report to the music room. From here, students will be signed out either by a parent or an older sibling.

NOTES FROM HOME

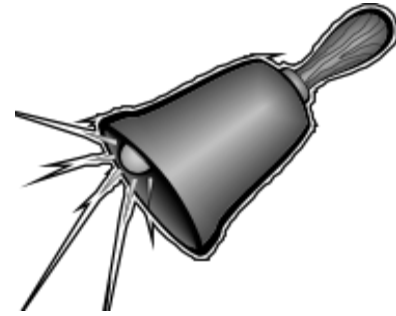
Parents are asked to either send a note of explanation or notify the school if their child is to go anywhere other than their normal destination at the end of the school day. Otherwise, the child will be put on the bus as usual.

A student planning to leave school to spend the night away from home should present a note from his parents to inform his teacher of the plans. His host should present a note from his parents approving the visit.

Parents are asked to send a note of explanation, or notify the school by phone and send a doctor's appointment slip when their child is absent from school. The explanation is recorded along with the absentee of the student.

DAILY SCHEDULE

- 7:45 a.m. Students are dismissed from the lunchroom to go the classrooms
- 8:00 a.m. Morning bell, attendance, **tardy bell**
Announcements, instruction begins
- 3:30 p.m. Instruction ends
- 3:30 p.m. Parent pick-up students are dismissed from classrooms
- 3:40 p.m. Kindergarten/4th grade leave the building
- 3:42 p.m. Grades 1st /3rd & 2nd grades leave the building
- 3:44 p.m. MS releases
- 3:44 p.m. HS releases
- 3:49 p.m. Buses leave campus



***Students not picked up by 3:50 will be sent to Bears Den.**

ATTENDANCE DISCLAIMER

Due to COVID-19 we will provide more flexibility and remove punitive measures concerning our attendance policies in consideration of DESE and CDC guidelines regarding student attendance. It is of the utmost importance to keep students home when they are sick. Daily home screening is recommended.

- Families are recommended to monitor temperatures daily before leaving their home.
- Anyone with a fever of greater than 100 degrees should not come on campus. Students should be fever-free for 24 hours without fever-reducing medication(s).
- It is recommended to also screen for additional symptoms including: shortness of breath or difficulty breathing, coughing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, nausea or vomiting and diarrhea. Students and staff experiencing any of these symptoms should stay at home and consult their healthcare provider. *This list of symptoms will be updated as information is provided by the Health Department*

ATTENDANCE

The staff and administration of the Ava Elementary School believe regular attendance in school is of extreme importance. Missouri law states those children between the ages of five and sixteen **MUST** attend schooling of some kind. Therefore, the Ava Board of Education has adopted the following policy for the Ava Elementary School students.

1. Upon a student's absence, the district will use an automated phone call to notify parents of an absence.
2. Ten (10) days absence **each semester** will be the maximum allowed for normal circumstances. Students **MUST** have either a note or phone call from a parent or guardian after each absence.
3. After the fifth and tenth absence, a form letter indicating the number of days missed will be completed and mailed to the home. Upon returning to school after the tenth absence, the student must bring a doctor's note to verify the absence. Unusual or extenuating circumstances will be considered on a case-by-case basis.

All absences, including those approved in advance by parents or school officials, will count against the student's total days absent, except those for school sponsored activities. The school encourages doctor and dental appointments after school hours whenever possible to reduce the number of classes missed for medical reasons.

Excessive absences may result in a grade reduction. Our district policy when there are attendance concerns is as follows: **The district will contact the Children's Division (CD) of the Department of Social Services or the truancy court in cases where the district has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents/guardians or that parents/guardians are in violation of the compulsory attendance law.**

Parents are asked to send a note of explanation, or notify the school by phone and send a doctor's appointment slip when their child is absent from school. The explanation is recorded along with the absentee of the student.

EXTRA CURRICULAR ACTIVITIES /ATTENDANCE

Students must be present at least four periods within the school day to attend any extra-curricular activities that evening or weekend.

TRUANT

Students who have ten unverified absences are identified truant to the Missouri Department of Education.

PRE-ARRANGED VACATIONS

Pre-arranged vacations need to be approved through the office at least one week prior to the planned vacation. Request forms may be picked up in the principal's office. Forms must be completed by the parents and signed by the principal at least one week before the trip.

REPORTING PUPIL PROGRESS

All Students will receive four computer generated progress reports. Grades will be posted on Parent Portal for third and fourth grades. Parents may view Parent Portal at any time after signing up for a password.

UNSATISFACTORY WORK REPORTS

All students will be sent a Progress Report at the end of the fifth week of each quarter. If work is indicated as unsatisfactory, your child's teacher will request a conference.

Standards Based Grading Scale K-4

- 4- Advanced (Exceeding Standards)
- 3- Proficient (Meeting Standards)
- 2- Basic (Working Toward Meeting Standards)
- 1- Below Basic (Not Meeting Standards)

PARENT-TEACHER CONFERENCES

Parents will have an individual conference with the teacher at the end of the first and third quarter. An appointment time will be scheduled for each child. Parents are strongly encouraged to attend these conferences.

Parents are urged to consult with the teacher of their children and should feel free to do so at any time throughout the school year. These contacts and consultations should be made outside the regular classroom hours or during teacher planning time. Please call for an appointment.

HOMEWORK

The Ava R-I School District believes that a certain amount of homework is beneficial to our students and help to develop good study habits. Homework is a planned activity that is designed to apply the objective of a concept that has already been taught in class. If your child seems to bring home excessive amounts of work, parents need to check with your child's teacher to see if there is a particular problem.



To develop good study habits, the students should have a set time and place to do their work. We encourage students to read twenty minutes each night or have someone else read to them for twenty minutes.

MAKE-UP WORK

When a student is absent, parents should call the office at 683-5450 before 9:30 a.m. to explain the reason and to request homework. Missed homework assignments may be picked up in the office after school. Two days are allowed for each day a student misses to make up missed assignments.

Grade Level Expectations:

Kindergarten Reading Expectations

- Students should read 10-15 minutes nightly with parents.
- Students will be able to recognize letters and sounds
- Students should recognize at least 25 sight words

Kindergarten Math Expectations

- Students should be able to count to 100
- Students should be able to write and recognize numbers to 31

1st Grade Reading Recommendations

- First semester students should read 10-15 minutes nightly with parents.
- Second semester students should read 20 minutes nightly. After the child reads, parents should ask their child at least 3 questions nightly about what they have read.

1st Grade Writing Expectations

- Students should be able to compose a paragraph from a given topic sentence.
- Paragraphs will consist of a main idea sentence and three supporting details.
- Students will use correct capitalization and punctuation.

1st Grade Math Expectations

- Students should know addition and subtraction facts to 20.
- By 3rd quarter, students should have basic facts memorized without using fingers or counters to solve.

2nd Grade Reading Recommendations

- First semester students should read 10-15 minutes nightly with parents.
- Second semester students should read 20 minutes nightly.

2nd Grade Writing Expectations

- By the end of second grade the student will be able to write a paragraph containing the following:

Provide a topic sentence.

Write three detail sentences about the topic.

Write a summary.

- Students will be able to use capitalization, appropriate punctuation, and be able to tell a complete thought.

2nd Grade Math Expectations

- Addition facts through 20 memorized by end of second semester.
- Subtraction facts through 20 memorized by end of second semester.
- Multiplication facts of 2s, 5s, and 10s.

3rd Grade Reading Recommendations

- Students are expected to read at home for 15 minutes each night.
- Students are expected to read at least six books a month. A Reading Counts test or Book Report must be completed for each book read.

3rd Grade Writing Expectations

- Students will answer constructed response questions in complete sentences using words from the question in their answers.
- Students will write a letter in correct letter format, which will include the date, greeting, body, closing, and signature.
- Students will write a paragraph with a topic sentence and at least three supporting details.
- Students will write a story by following a given writing prompt. They will use a graphic organizer and their story will include an effective beginning, middle, and end.

3rd Grade Math Expectations

- Begin Multiplication and Division facts the second quarter.
- Multiplication facts and division facts memorized through the tens by the end of the year.

4th Grade Reading Recommendations

- Students are expected to read at least 20 minutes each day outside of school. This may be a Reading Counts book or assigned reading for class.
- Students are expected to read 1 Reading Counts book each week on their reading level. They are also expected to pass a Reading Counts test each week with a score of 7 correct answers or better out of 10 questions.

4th Grade Writing Expectations

- Students will answer in complete sentence using part of the question in their answer.
- Students will write an explanatory and persuasive paragraph with a topic sentence and supporting details.
- Students will identify author's purpose in writing.
- Students will write using correct capitalization and punctuation.
- Students will write in cursive handwriting.

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4th Grade Math Expectations

- Students are expected to memorize multiplication and division facts 0-12.
- Homework will be assigned as needed and is due the next school day.

TESTING AND ASSESSMENTS

The district will use assessments as one indication of the success and quality of the district's education program. Following are the standardized tests administered to all students in the Ava Elementary Schools, and the purpose of administering each.

- Students entering kindergarten will be screened using a tool developed by the kindergarten team. This tool measures being able to write their name, number recognition, counting objects, writing numbers, letter recognition, cutting, pencil grip, and more.
- Missouri Assessment Program (MAP)-Given to students in grades 3 and 4. This is a criterion referenced test required by the State of Missouri/tests student mastery on key skills identified by the state and helps to identify curricular strengths and weaknesses.
- AIMSweb – Given to students in K-4 grade. This is a criterion referenced test that monitors student progress through brief, direct, and continuous assessment of basic skills needed to read proficiently.
- Evaluate- A monthly benchmark assessment given to students to measure mastery of Missouri Learning Standards.
- Scholastic Reading Inventory (SRI) – Given to students in grades 1-4. This research-based computer-adaptive reading assessment measures student's level of reading comprehension and reports it using the Lexile Framework for Reading.
- Target tests- Given to students in grades 3-4. This district made assessment monitors student progress of basic skills needed to be proficient and is used to guide our curriculum in the classroom for preparation for the state required tests.
- Placement tests – Students new to the district without school records may be given a placement test prior to being placed in a classroom.
- Informal speech and language screenings

RETENTION AND PROMOTION OF STUDENTS

Promotion and retention is based on an evaluation of academic, physical, social and emotional growth. The primary reasons for considering retention are: a) frequent or long absences, b) physical or social immaturity, and c) indifference or lack of effort on the part of a capable student. Near the end of the school year, each child is considered

individually for promotion to the next grade. The decision to retain a student is made only when the educational staff believes that retention is in the best educational interest of the child. No student is retained for disciplinary reasons and it should never be seen as a punishment. State laws, specifically HB 319, regarding reading level will be enforced when retention decisions are made. Parents will be a part of the decision making process, however, board policy places the final decision on retention with the principal.

CLASSROOM ASSIGNMENT

The principal has the authority and responsibility for assigning students to classes. This is an educational decision that takes many factors into account. Concerns about placement should be in writing to the principal before May 1 each year. Concerns will be taken into consideration, but requests for specific teachers cannot be honored.

MEDIA RELEASE INFORMATION

Student's names, picture, and or work may be released to the media or used on the school web page. This applies to any existing or future media sources local or worldwide. If you wish for your child not to be included, please notify the office.

SELLING ITEMS IN SCHOOL

Students should not sell anything during school hours.



SCHOOL PICTURES

Individual school pictures will be taken each year. School pictures will be taken of those students who desire pictures on the pre-pay plan. All students will have their picture taken for school records.

KINDERGARTEN ENROLLMENT

Each spring parents and prospective kindergarten students will participate in enrollment activities at school. Students will be eligible to attend Summer School during the month of June prior to school starting in August.

SCHOOL VISITATION

Class visitations will occur following the district set COVID level and protocol.

If you need to talk with your child's teacher, the teacher will be happy to schedule a conference during planning time, or before or after school. Teachers cannot visit with parents while classes are in session.

You may have lunch with your child at any time (cost \$2.20 for adult lunches and includes salad bar). **No outside food or drink can be brought into the school.** All visitors must check into the office and get a visitor's badge before proceeding to classrooms.

PARTIES

Classrooms will celebrate by having a party during the following times of the year: Fall Harvest Party and Valentine's Day.

We would like to remind parents, due to a safety concern on the buses, Elementary students who receive balloons or flowers on Valentine's Day will need to be picked up in parent-pickup and not ride the bus home.

Refreshments and snacks for parties will need to follow the district's Wellness Policy, which can be found on the district website, **www.avaschools.k12.mo.us**

UNAUTHORIZED ITEMS BROUGHT TO SCHOOL

Students are not to bring any items to school that could cause a disturbance. Items such as iPads, MP3 players, DS, hand-held games, trading cards, cell phones, etc., are

not to be in school unless prior arrangements have been made with the teacher or bus driver and permission has been given to the student.

No pets or animals are to be brought to school without written permission of the child's teacher.

Watches that cause a disturbance with music or sounds will not be allowed in the classroom. This includes "phone watches."

No toys are to be brought to school unless the teacher so requests.

Students are responsible for the items they bring to school. It is very difficult to hold other students financially responsible for damaged or destroyed items. **All items brought to school are done so at the owner's liability.**

Any item, causing a disturbance and is taken from the student by the school staff will be held until the end of the day. If the incident reoccurs, then the item will be held until a parent comes for it. Cell phones will always be sent to the principal's office to be held until a parent picks it up.

WEATHER EMERGENCIES

In case of bad weather or when buses cannot reach the student's home because of high water or bad roads, parents should make necessary arrangements for their children. ***Alternate plans made by parents should be explained to the children in advance and not called into the elementary office at the last moment.***

The Ava R-I School District utilizes an automated phone calling system. The system will be used for special announcements and information such as school closings. The system will call the telephone numbers each student has as their primary number. Radio and television stations (KKOZ, KTTS, KY3, KOLR, and KOZK) will be used to announce emergency closings. When no announcements are made, school will be in session.

Bears Den at the elementary school will be available on unscheduled closing days. You may call the principal's office and request that your child stay in Bears Den until you can pick him/her up. This service is available one hour after school dismisses. It is not available on days when school is canceled before the buses run. There is a small fee for this service. See page 8 for more information.

Earthquake materials from FEMA

Earthquakes are sudden rolling or shaking events caused by movement under the earth's surface. Earthquakes happen along cracks in the earth's surface, called fault lines, and can be felt over large areas, although they usually last less than one minute. Earthquakes cannot be predicted — although scientists are working on it! All 50 states and 5 U.S. territories are at some risk for earthquakes. Earthquakes can happen at any time of the year.

BEFORE: PREPARE

- Look around places where you spend time. Identify safe places such as under a sturdy piece of furniture or against an interior wall in your home, office or school so that when the shaking starts, you Drop to the ground, Cover your head and neck with your arms, and if a safer place is nearby, crawl to it and Hold On.
- Practice how to “Drop, Cover, and Hold On!”
 - o To react quickly you must practice often. You may only have seconds to protect yourself in an earthquake.
- Before an earthquake occurs, secure items that could fall and cause injuries (e.g., bookshelves, mirrors, light fixtures).
- Store critical supplies (e.g., water, medication) and documents.
- Plan how you will communicate with family members, including multiple methods by making a family emergency communication plan.
- When choosing your home or business, check if the building is earthquake resistant per local building codes.

DURING: SURVIVE

If you are inside a building:

- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
- Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
- Cover your head and neck with your arms to protect yourself from falling debris.
 - o If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
 - o If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
 - o Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.

- Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

If getting safely to the floor to take cover won't be possible:

- Identify an inside corner of the room away from windows and objects that could fall on you. The Earthquake Country Alliance advises getting as low as possible to the floor. People who use wheelchairs or other mobility devices should lock their wheels and remain seated until the shaking stops. Protect your head and neck with your arms, a pillow, a book, or whatever is available.

If you are in bed when you feel the shaking:

- If you are in bed: Stay there and Cover your head and neck with a pillow. At night, hazards and debris are difficult to see and avoid; attempts to move in the dark result in more injuries than remaining in bed.

If you are outside when you feel the shaking:

- If you are outdoors when the shaking starts, move away from buildings, streetlights, and utility wires. Once in the open, "Drop, Cover, and Hold On." Stay there until the shaking stops. This might not be possible in a city, so you may need to duck inside a building to avoid falling debris.

If you are in a moving vehicle when you feel the shaking:

- If you are in a moving vehicle, stop as quickly and safely as possible and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that the earthquake may have damaged.

AFTER: RECOVER

- When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas.

- If you are trapped, do not move about or kick up dust.

- If you have a cell phone with you, use it to call or text for help.

- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.

- Once safe, monitor local news reports via battery operated radio, TV, social media, and cell phone text alerts for emergency information and instructions.

- Be prepared to "Drop, Cover, and Hold on" in the likely event of aftershocks.



USE OF TELEPHONE

Use of school telephones by pupils shall be restricted to necessary and emergency calls. Permission to make the call should be obtained before placing it. Pupil calls should not be made during class period. Telephone calls seeking permission to accompany friends shall be considered unnecessary. Also, students are not called from class to answer a call unless it is an emergency.

It is not school policy for staff members to be called from class to answer the telephone except in cases of an emergency.

USE OF SCHOOL DEVICES

When students log on to school owned devices, they are to do so using only school provided accounts. For example, when logging on to a chromebook, students are to use the district provided Google login, not a personal Google account.

RELEASE OF CHILDREN FROM SCHOOL

To insure the safety of each child, individuals must report to the office before children may be released from school. Parents who do not wish a person or persons to be allowed to take their children from school shall inform the principal of the circumstances in writing and provide proper legal documents.

DRESS CODE

In determining acceptable dress and appearance, the following guidelines shall be followed:

1. Dress and appearance shall not in any way cause a distraction or be disruptive to the education process.

2. Dress and appearance shall be consistent with what is generally accepted by the community as being in good taste.
3. Students will not be allowed to wear halter-tops, tube tops, shirt cut offs, mid-drifts, spaghetti straps, or oversized tank tops. Clothing with questionable writing or that advertises alcohol, tobacco, or drugs will not be allowed.
4. Students will be allowed to wear appropriate shorts. Shorts should be finger-tip length. Biker shorts and short shorts will not be allowed. No shorts or pants above the knee will be allowed between the months of November 1 to March 1.
5. If a child is not dressed in a suitable manner for the weather and playground, a call will be placed to request the needed item. This could be warmer clothes, coat, or different shoes.

STUDENTS NEW TO THE DISTRICT

Students enrolling in the elementary will be allowed to begin one day after the enrollment process if all necessary information is received by the office.

TRANSFER FROM PRIVATE SCHOOLS

The Ava Schools reserve the right to test/evaluate the placement of any student coming from a non-accredited school. This also applies to home schooled students.

Cafeteria Accounts

CAFETERIA ACCOUNTS FOR STUDENTS It seems to work best for most families to pay weekly or bi-weekly. Please keep a positive balance in your child's account. You can track your children's meal account balances and purchases through Parent Portal. Parent Portal information is available through the Ava R-I School website. www.avaschools.k12.mo.us Free/Reduced meal applications are available the entire school year. They will be processed as soon as possible and each family will be notified of their child's meal status. If you have any questions please email kmatney@avabears.net. or call Katrina Matney at 417-683-4717.

TRANSPORTATION AND BUS RULES

Ava R-I Schools currently operates 18 buses over more than 383 square miles. All of the district's buses have the name of the district on the sides and are numbered. No parents or siblings may ride buses.

Student misconduct on a bus is a major safety hazard to all riders. Riding a bus to and from school is considered a privilege rather than a right. It is a privilege that can be denied in the case of misbehavior. The bus driver has the same authority over the students on the bus as the teacher has in the classroom. Reports of misconduct on the bus are made to the principal who will take disciplinary action. Inquiries or complaints should be directed to the superintendent.

BUS RULES: Actions that would necessitate the writing of a bus incident report (red card).

1. Excessive noise and disruption, including lack of courtesy and respect.
2. Fighting or scuffling on the bus or at the bus stop.
3. Deliberate delay of loading or unloading the bus.
4. Deliberate defiance or refusal to cooperate with the bus driver.
5. Obscene and unacceptable language, gestures, remarks, signs, or indecent exposure.
6. Throwing items of any kind inside the bus, at the bus, or out of the bus window.
7. Smoking or lighting matches.
8. Destruction of property.
9. Extending hand, arms or any portion of the body out of the bus window.
10. Tampering with equipment including deliberate vandalism.
11. Refusal to stay seated.
12. Interference with the normal operation of the bus, which results in jeopardizing the driver or student's safety.
13. Violation of any other rule of student conduct, which governs student behavior in the Ava School System.
14. Illegal use or possession of a controlled substance.
15. Other conduct prejudicial to the maintenance of good order and safety.

CONSEQUENCES FOR NON-COMPLIANCE of TRANSPORTATION AND BUS RULES

1ST Notice: Notice sent to parents, signed and returned to driver.

2nd Notice: Notice sent to parents, signed and returned to driver.

3rd Notice: Two-day suspension from riding school bus.

4th Notice: Three to Ten day suspension from riding school bus.

Severe or Continuous Misbehavior: Suspension from riding the school bus for the rest of the school year.

Destruction of Property: Financial restitution. Any behavior, which violates state statutes or city ordinances, will be referred to the appropriate law enforcement agency.

LUNCH

Each student has 30 minutes for lunch. Your child may bring his/her lunch from home, and milk may be purchased to drink with lunch. If your child brings his/her own drink from home, please make sure it is not in a glass container (for safety). School board policy states that **carbonated soft drinks in bottles or cans are not to be brought in lunches.**

Visitors are welcome to eat with the students, **but no outside food or drink may be brought into the lunchroom.** An adult lunch along with the salad bar can be purchased for \$2.20.

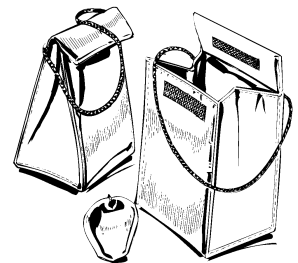
Federal Free and Reduced Lunch Applications are sent home the first day of school. Parents who wish to apply for their children should fill out the application and return it to school. Notification of acceptance or denial will be sent home with students.

Lunch money may be paid daily or weekly. If paid weekly, money for the week should be brought on Mondays. Students will not be allowed to buy additional food items. Students in grades 2-4 may buy additional milk for \$.30. The charge limit is \$20. **All charges must be paid before grade cards will be issued.**

PRICES:	<u>Reduced</u>	<u>Full</u>	<u>Adult</u>
	Breakfast Free	Brkfst Free	Brkfst \$2.00
	Lunch \$.40	Lunch \$1.90	Lunch \$2.80
	*Extra Milk or Juice \$.40		

FOOD ALLERGIES: Special diets must be documented by a physician and the physician's note should be on file in the nurse's office.

LUNCH SCHEDULE: Kindergarten 10:50 a.m. – 11:25 a.m.
First Grade 11:15 a.m. – 11:50 a.m.
Grade Two 11:35 a.m. – 12:10 a.m.
Grade Three 12:00 a.m. – 12:30 p.m.
Grade Four 12:21 p.m. – 12:51 p.m.



Breakfast is served in classrooms K-4 beginning at 7:45 a.m.

CAFETERIA RULES:

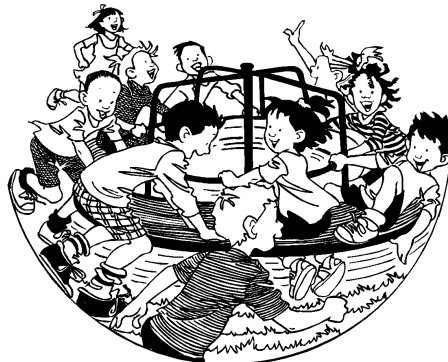
1. **Food:** Food is exchanged only with permission. Do not throw food. Students must clean up any mess before leaving the cafeteria.
2. **Pop:** No pop is allowed in the cafeteria.
3. **Seats:** Seats may only be saved for adults. No seats should be skipped. No one is allowed out of his/her seat without permission.
4. **Movement:** Running, skipping, or jumping tiles in the cafeteria at lunchtime can cause accidents.
5. **Before School Care:** At breakfast, backpacks and coats are stacked orderly in the back of the lunchroom.

PLAYGROUND RULES

1. It is recommended that students **WEAR A PAIR OF TENNIS SHOES DURING RECESS**. Flip flops and sandals are not recommended for safety issues.
2. Students will walk or run laps prior to recess to increase their physical fitness minutes per day according to the Wellness Policy.
3. Tripping, shoving, and fighting are not allowed.
4. All children should line up before entering the building.
5. Students should report a lost ball to a supervising adult.
6. The school will provide all playground equipment with the exception that students may bring ball gloves to school.
7. Students will follow the BEAR Code.

When the whistle blows:

1. Freeze and look at the teachers for instructions.
2. Turn off your voices.
3. Pick up balls and equipment and keep them in your hands.



DISCIPLINE POLICIES

Discipline is viewed from a positive perspective at Ava Elementary. We want our students to learn from mistakes and make positive changes in behavior when necessary. We have high expectations and focus on positive behavior exhibited by our students. Each teacher has her own classroom discipline plan. Each plan includes a provision to visit the principal's office when there are repeated behavior problems or a major infraction. Generally, parents are notified when a student is sent to the principal's office. A copy of the discipline referral will be sent to parents. Below is a brief list of offenses and definitions.

Alcohol: Student is in possession of or is using alcohol.

Disrespect: Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.

Disruption: Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Forgery/Theft: Student is in possession of, has distributed, or is responsible for removing someone else's property, or has signed a person's name without that person's permission.

Harassment/Bullying: Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.

Inappropriate Language: Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.

Lying: Student delivers message that is untrue and/or deliberately violates rules.

Physical Aggression: Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Fighting: Two people striking, pushing, and shoving, with the intent to harm each other. If injury occurs, the behavior could be considered assault. Law enforcement officials may be notified, depending on the circumstances. In most cases, two students who fight are both

equally at fault and will be given the same punishment. However, if it is determined the student was acting in self-defense, that the student would not be punished.

Possession/Use of Tobacco: Student is in possession of or is using tobacco.

Possession/Use of Weapons: Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Property Damage: Student participates in an activity that results in destruction or disfigurement of property.

Technology Violation: Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

DISCIPLINE

Consequences/Actions

Any of the above infractions can or may have the following consequences:

1. Incident Report
2. Student Contract
3. Behavior Plan
4. Loss of Privileges or Restitution
5. In School Suspension
6. Out of School Suspension

Bullying

Bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying, cyberthreats, or any threat of retaliation for reporting. Cyberbullying is bullying through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. Cyberthreats are online materials that threaten or raise concerns about violence against others, suicide or self-harm. Administrative discretion may be used to determine actions taken based on severity of the offense.

A Bullying Incident Report Form will be available to students, district employees, and parents at the office and counselor's office. District employees are required to report any instance of bullying of which the employee has firsthand knowledge. Any district employee who witnesses an incident of bullying must report the incident to the principal.

Students who reprise or retaliate against any person reporting an act of bullying or a complainant that falsely accuses someone will be subject to disciplinary action.

Students are encouraged to report any type of unsafe behavior or threats of unsafe behavior (harm to others or self-harm of others) to school personnel or parents.

CHARACTER WORDS

Character education teaches the basics of respect and responsibility as a citizen and person. Ava R-1 schools have implemented a character education program to work with parents and the community in the development of positive character traits in our students. Students who demonstrate good character will be recognized by teachers, staff, and the administration. Each month we focus on a character trait:

August: Responsible-to be dependable and make good choices.

September: Citizenship- be a good neighbor by serving others and following school/community rules.

October: Respect- treat others the way you want to be treated.

November: Courage- being willing to do the right thing even though it may be hard or difficult. Not always following the crowd.

December: Caring and Compassion- to feel and show concern for others.

January: Trustworthy- other people can count on you to do the right thing.

February: Patience – ability to wait without complaining or getting upset.

March: Sportsmanship - play fair. The ability to win or lose graciously.

April: Hardworking - to keep at it and get your everyday tasks done.

May: Self-Control- ability to do the right thing regardless of the situation.

BEAR CODE BEHAVIOR SUPPORT

SW-PBS is a process for creating safer and more effective schools by structuring the learning environment to support the academic, behavioral, and social success of all students. Lessons and examples of each expectation will be taught to students on their level. The BEAR code will be displayed throughout the building and will be mentioned daily so that all children are aware of what our BEAR Code expectations are.

BEAR Code	Be Responsible	Earn Respect	Actively Learn	Remain Safe
All Settings	<ul style="list-style-type: none"> • Be ready to make good choices • Use good manners 	<ul style="list-style-type: none"> • Tell the truth • Nice words/Nice actions • Show your BEAR pride, help keep the school clean 	<ul style="list-style-type: none"> • Respond promptly to adult directions • Be ready to learn • Be an active listener 	<ul style="list-style-type: none"> • Keep hands, feet and all other objects to yourself (KHFOOTY)Report, don't tattle • Ask permission to leave any setting
Classroom	<ul style="list-style-type: none"> • Be prepared • Do your best 	<ul style="list-style-type: none"> • Raise and wait • Use inside voice 	<ul style="list-style-type: none"> • Use tools as tools • Listen and follow directions • Allow others to work • Complete and turn in work on time 	<ul style="list-style-type: none"> • Walk • Keep things where they belong
Cafeteria	<ul style="list-style-type: none"> • Leave your area clean • Raise hand when you need something 	<ul style="list-style-type: none"> • Talk quietly within your circle 	<ul style="list-style-type: none"> • Eat in a courteous manner, Feed your brain 	<ul style="list-style-type: none"> • Hands on top, feet under the table • Sit up to eat and face forward
Hallway	<ul style="list-style-type: none"> • Go and come right back 	<ul style="list-style-type: none"> • Use silent wave 	<ul style="list-style-type: none"> • Short, Straight, Silent line 	<ul style="list-style-type: none"> • Hands down • Walk on 2nd full square • One stair at a time
Bathroom	<ul style="list-style-type: none"> • Clean up after yourself • Report problems to an adult 	<ul style="list-style-type: none"> • Respect privacy of others • Quietly wait your turn 	<ul style="list-style-type: none"> • Return to class promptly 	<ul style="list-style-type: none"> • Wash with soap and water • Feet on the floor, water in the sink
Playground/ Common areas	<ul style="list-style-type: none"> • Leave only with permission • Be a good sport 	<ul style="list-style-type: none"> • Enter and exit the building quietly • Share and take turns • Whistle alarms • Nice words, nice actions 	<ul style="list-style-type: none"> • Be a problem solver 	<ul style="list-style-type: none"> • Use equipment for intended purposes • Rocks, sticks and growing things are for the ground • Play in approved areas
Assembly	<ul style="list-style-type: none"> • Take care of personal needs before assembly 	<ul style="list-style-type: none"> • Celebrate appropriately to show appreciation • Keep comments and questions to topic 	<ul style="list-style-type: none"> • Enter and exit short, straight and silent • Be an active listener • Raise hand and wait 	<ul style="list-style-type: none"> • Walk • Sitting crisscross with hands to self

Bus	<ul style="list-style-type: none">• Leave area clean• Take belongings with you	<ul style="list-style-type: none">• Use kind words and actions• Follow drivers directions	<ul style="list-style-type: none">• Learn your bus evacuation procedures• Learn and follow safety rules• Learn location of 1st Aide kits	<ul style="list-style-type: none">• Stay seated• Speak quietly• Keep all objects and body parts inside the bus
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STANDARD COMPLAINT RESOLUTION PROCEDURE FOR IMPROVING AMERICA SCHOOLS ACT PROGRAM

This complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000: Educate America Act and Improving America's Schools Act (IASA).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplies, 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 resolution pursued in accordance with local district policy: (Ava R-I Board Policy 1480).

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 no 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 action of the Department may file a similarity 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 of how complaints are resolved may contact local district or Department personnel.

INTERNET ACCEPTABLE USE AGREEMENT

Parents and students in grades Kindergarten thru fourth will be required to sign and return the district's internet acceptable use agreement each year. Students not returning the agreement will not be allowed to work on the internet. Agreements will be sent home with the students at the beginning of the school year.

TITLE I GRIEVANCE PROCEDURE

Any parent, other individual, or organization alleging a violation of state or federal laws, rules, or regulations, or an approved application by the School District in the administration of Title I, shall file with the Superintendent of Schools a written complaint containing the specific nature of the alleged violation, the time and place of the violation, and related details to the alleged violation. The Superintendent of Schools shall cause a review of the written complaint ten (10) working days after receipt of the written complaint. A copy of the written complaint and the Superintendent's response shall be provided to each member of the Board of Education. If complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Education indicating with particularity the nature of disagreement with the response and his/her reasons underlying such disagreement.

The Board of Education shall consider the appeal at its regularly scheduled board meeting following receipt of the response. The Board of Education shall permit the complainant to address the Board in public or closed session, as appropriate and lawful, concerning his/her complaint and shall provide the complainant with its written decision in matter as expeditiously as possible following completion of the hearing.

If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction shall be filed within fifteen (15) working days following resolution of the complaint by the Board of Education with the state director of Title I. The state director of Title I will initiate an investigation, determine the facts related to the complaint and issue notice of his

findings to the Board of Education. The Board of Education will be requested to take corrective action.

GUN-FREE SCHOOLS ACT

The Gun-Free Schools Act, enacted in March 1994 as part of the Goals 2000: Educate America Act and amended into the recently authorized Improving America's Schools Act (IASA), which amends the Elementary and Secondary Education Act (ESEA), requires that, a local school district must have in effect the expulsion from school for a period of not less than one year of any student who brings a firearm to school, except that the district's chief administering officer may modify the expulsion requirement on a case-by-case basis. This shall be the policy of the Ava Elementary School.

Electronic Communication between Staff and Students

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic devices, accounts, webpages, or other forms of electronic communication.

The district's policies, regulations, procedures, and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

PARENT’S RIGHT TO KNOW: Regarding Highly Qualified Teachers

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student’s teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student’s teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student’s teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications. In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:
- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parents of students who participated in MAP or EOC testing at our school last year will receive a score report and a letter explaining the report.

Please contact central office at 417-683-4717 with any questions you may have.

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have

entered into agreements with the Ava R-1 School District are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups.

Any persons having inquiries concerning the School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), The Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504). Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act it directed to the respective Compliance coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District's Compliance Coordinator will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550.

COMPLIANCE COORDINATOR

Melissa Dalton, Special Services Director, PO Box 338, Ava, Missouri 65608; (417) 683-3809

Ava Elementary

SCHOOL-PARENT-STUDENT COMPACT

Ava Elementary School, and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities:

Ava Elementary School and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows –
 1. Retain highly qualified principals and teachers,
 2. Provide instruction, materials, and high quality professional development which incorporates the latest research, and
 3. Maintain a safe and positive school climate.

- Hold bi-annual parent-teacher conferences to –
 1. Discuss the child's progress/grades during the first and third quarter,
 2. Discuss this compact as it relates to the child's achievement, and
 3. Examine the child's achievement and any pending options at the end of the third quarter.

- Provide parents with frequent reports on their child's progress as follows –
 1. Monthly suggestions from the classroom teacher,
 2. Mid-quarter report sent from the school, and
 3. Quarterly grade cards/reports sent home by the school.

- Be accessible to parents through –
 1. Phone calls or person-to-person meetings,
 2. Scheduled conferences before, during, or after school, and
 3. Scheduled school or home visits.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows –
 1. Listen to children read,

2. Help with classroom decorations, art projects, etc.,
3. Present a program on your culture, or career and
4. Assist with holiday programs or parties, educational trips, etc.

SCHOOL-PARENT-STUDENT COMPACT continued:

Parent Responsibilities

I, as a parent, will support my child’s learning in the following ways:

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Monitor the amount of television watched.
4. Volunteer in my child’s classroom/school.
5. Be aware of my child’s extracurricular time and activities.
6. Stay informed about my child’s education by reading all communications from the school and responding appropriately.

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic performance to meet the Show-Me Standards and will:

1. Attend school every day possible,
2. Be respectful toward others,
3. Keep myself and others safe,
4. Be an active learner,
5. Do my homework every day and ask for help when I need it,
6. Read every day outside of school time, and
7. Give all notes and information from my school to my parent/guardian daily.

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA)

COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA) ².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information	
1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA	Complaints filed with the Department
4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals	
9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

A complaint filed with the Department must be a written, signed statement that includes:
1. A statement that a requirement that applies to an ESSA program has been violated by

the LEA or the Department, and 2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated? The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties. The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.

2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.

3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).

6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

9. How will appeals to the Department be investigated?

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

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

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

State Mandated Reading Assessment

Reading Assessment: MAP, Scholastic Reading Inventory, AimsWeb

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction or practice outside of the regular school day.

Summer School: A minimum of 40 hours of reading instruction and practice.

The following students are exempt from the state-mandated reading assessment program:

Students receiving special education services under an Individualized Education Program (IEP);

Students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading; Students who have limited English proficiency; Students who have been determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section.

The district must still provide reading improvement plans to these students.

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth- grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.

2. Each fourth-grade student the district has previously assessed in third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.

Dyslexia Screening

Ava Elementary, shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support.

Purpose of Universal Screening

Data from the National Institute of Child Health and Human Development (NICHD) indicate that

brain plasticity decreases over time, therefore early intervention is essential to close the gap between struggling readers and their “normally developing” peers (Stanovich, 1986).

- Identify students who are at risk for dyslexia or reading failure
- Form small groups for instruction and intervention
- Plan instruction and intervention
- Set individual goals for student achievement
- Set exit criteria for intervention window

Who should be screened?

- each student kindergarten through grade 4 each year.
 - Grades 1-4 should be screened within the first 30 days of the school year, with follow up at the middle and end of the year for systematic documentation of progress or lack of progress.
 - Kindergarten initial screening should occur no later than January 31st and also at the end of the year for systematic documentation and progress monitoring.
- any student K-4 who transfers from a school within the state that has not previously been screened.
- any student K-4 who transfers from another state and cannot present documentation that the student has a previous screening.
- Exemptions
 - Existing diagnosis of dyslexia
 - Students with a sensory impairment (visual/auditory)
 - Severe intellectual disabilities
 - English Learner’s where tools or staffing related to administration and/or interpretation in native language is unavailable

Ava R-I School District Parent Involvement Plan

The Ava R-I School District believes that engaging parents/families in the education process is essential to improved academic success for students. The District recognizes that a student’s education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The District believes that an environment must be created that is conducive to learning and that strong, comprehensive parent/family involvement is an important component.

The district plan to facilitate parent/family involvement includes the following six goals:

- 1) Promote regular, two-way, meaningful communication between home and school.
- 2) Promote and support responsible parenting.

- 3) Recognize the fact that parents/families play an integral role in assisting their children to learn.
- 4) Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
- 5) Include parents as full partners in decisions affecting their children and families.
- 6) Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals include the following:

- Hold meetings annually that involve parents in the process of reviewing the development and implementation of the Title I program plan, Parent Involvement Policy, and School Parent Compact.
- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Build the schools' and parents' capacity for strong parental involvement.
- Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
- Conduct, with the involvement of parents, an evaluation of the effectiveness of parent involvement activities. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

Virtual Courses

Virtual courses are available through LAUNCH and Missouri Course Access/Virtual School Program (MOCAP). A student is eligible to enroll in a course through the district if the student resides in and is enrolled in the district full-time, and the student attended a public or charter school at least one semester immediately prior to enrolling in the MOCAP course. However, a student is excused from the requirement that he or she be enrolled in a public school for the previous semester if the student has documented medical or psychological diagnosis or condition which prevented him or her from attending school during that semester. A student may be denied enrollment in a virtual course if it is not in the best educational interest of the student.

[Virtual Application](#)

