

# Winfield Primary School

## Student/Family Handbook



2026-2027

*Together we grow. Forever we learn.*

## PRINCIPALS' MESSAGE TO PARENTS

Dear Winfield Primary School Families,

Welcome to the 2026-2027 school year at Winfield Primary! We are eager to begin working with you and your children. We are thrilled to partner with you as we begin another year of learning, growth, and discovery. Your support and involvement are essential as we work together to create a strong foundation for your child's academic and personal success.

At Lincoln County R-IV, our mission is to create lifelong learners who contribute positively to a diverse society and ever changing world. At Winfield Primary, we are committed to turning this mission into reality by fostering a safe, nurturing, and engaging learning environment where every student is encouraged to reach their fullest potential.

We firmly believe that learning begins at home. One of the most powerful ways you can support your child's development is by modeling a love of reading. Set aside time each evening to read with your child or have them read to you. Ask questions about what they're reading, and talk about what they're learning in class. These shared moments not only build literacy, but also send a clear message: reading matters, and learning is a lifelong pursuit.

Our staff is deeply committed to teaching students to be resilient learners - children who set meaningful goals, work hard, and persevere, even when the work is challenging. This mindset is key to success not just in school, but in life. When students see their parents and teachers united in encouraging effort, celebrating progress, and valuing persistence, they learn to rise to challenges with confidence.

We are honored to be part of your child's educational path. Together - with open communication, shared goals, and mutual support - we can build a school experience that empowers every child to grow as a reader, a thinker, and a determined leader.

If you ever have questions or concerns, please don't hesitate to reach out. We look forward to working closely with you to make this school year a successful and inspiring one.

Thank you for the privilege of working with your children.

Sincerely,

*Crystal Meyer*  
[crystalmeyer@winfieldriv.us](mailto:crystalmeyer@winfieldriv.us)  
636-668-8195

## **SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION SUPPORT**

**PURPOSE STATEMENT:** We the staff at Winfield School District commit ourselves to working together to provide a school climate that promotes respect, responsibility and safety in order to ensure a positive learning environment.

Much has been written and spoken about the power of positive people. The research is clear when we expect the best; we are more likely to get it. This is especially true of students. When we set high expectations and reward good behavior, we are much more likely to see students doing good things for themselves and for others.

At Winfield Primary School and Winfield Intermediate School, believing in ourselves is the first step toward success in other endeavors. The staff believes that when students see themselves succeeding, they will strive for a higher level of expertise each day. Our goal is to teach our students to be respectful, responsible and safe learners. We accomplish this through School-Wide Positive Behavior Intervention Support (SW-PBIS). We will be working with our families to maximize each student's opportunities for reaching his/her goals.

To this end, the faculty and staff of Winfield Primary and Intermediate School pledge to make every opportunity available for students to be successful each day and to the development of behaviors that are good for themselves and others. We further pledge ourselves to making sure that every day each student will have something to be proud of when he/she goes home.

The following are the general rules of conduct for all students at Winfield Primary and Intermediate School:

- Students must observe the safety rules of the school for their own security and that of others.
- Students shall respect the person and property of others around them.
- Students have primary responsibility for their actions. We encourage self-control.

## **Winfield Primary's Mission Statement**

***Together we grow. Forever we learn.***

## **Winfield Primary's Vision Statement**

***At Winfield Primary, the students and staff work together towards continuous growth in a positive and respectful environment. The students will engage in high levels of learning through differentiated instruction, response to intervention, and cooperative learning.***

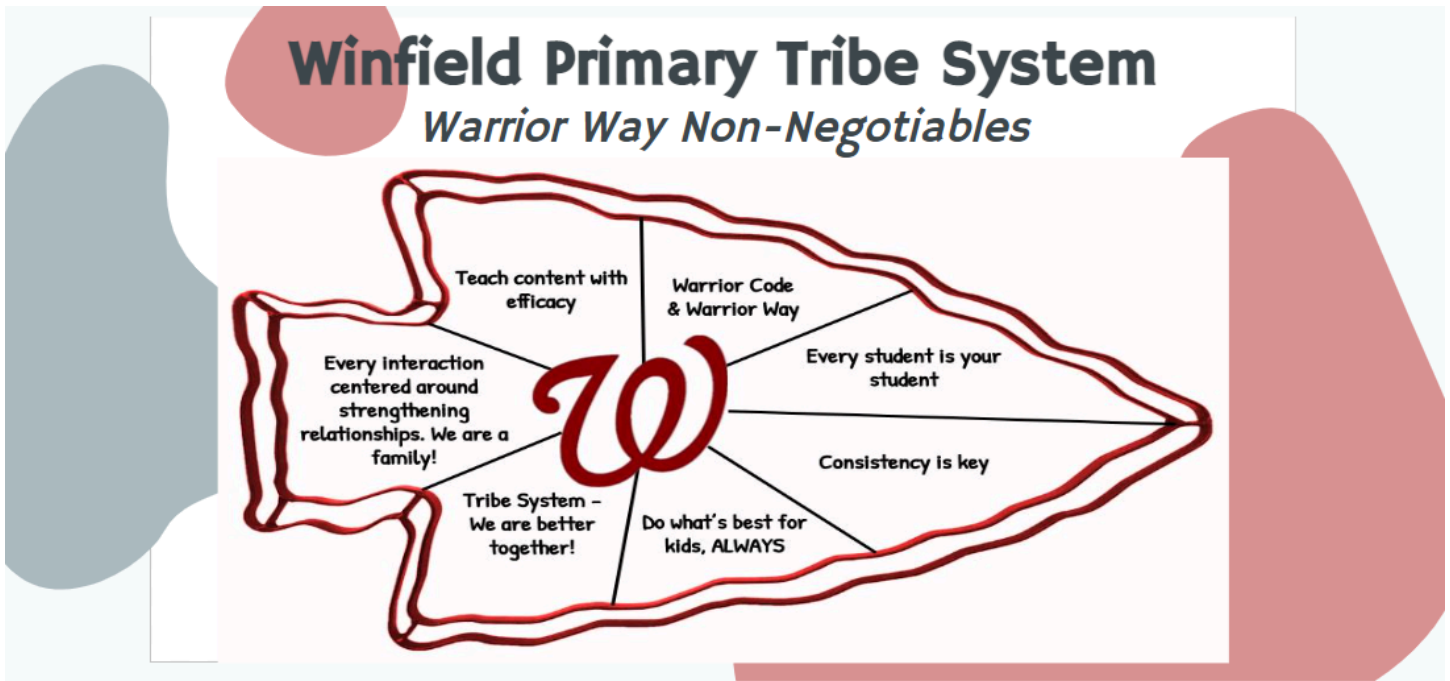
### District/Building Level Initiatives

The initiatives described below are worked on during our professional development days, at committee meetings after school and in Columbia, Missouri, at grade and building level meetings and applied during daily instruction.

### PBIS

School Wide Positive Behavior Supports (SW-PBIS), a district wide initiative, is a program that focuses on encouraging, recognizing, and rewarding the positive behaviors of the students and staff. Reducing problem behaviors by acknowledging the positive actions of the students and staff is a foundational concept of PBIS. It promotes consistency of implementation throughout the building, self-monitoring of behaviors, and increased tiered intervention for behaviors that are elevated. There are three behavior expectations at the heart of our program: Be Safe, Be Respectful, Be Responsible.

### WARRIOR CODE



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**WINFIELD R-IV BOARD OF EDUCATION**

President	Nick Martin	Vice President	Steve Wilder
Superintendent	Mr. Rod Hamlett	Treasurer	<b>Lexi Schneider</b>
Secretary	Peggy Joplin	Member	Paul Behle
			Jennifer Bryan
			Jim Taylor
			Carl Hines
			Kevin Kaimann

School Board meetings are held the third Wednesday of each month

**SCHOOL TELEPHONE DIRECTORY**

Superintendent's Office	668-8188
Mr. Rod Hamlett, Superintendent	
Mrs. Ericka Dixon, Assistant Superintendent	

**Special Education Department**  
**Mrs. Rachael Robinson, Director of Special Services**

High School Office	668-8130
Mr. Andrew DeManuele , Principal	
<b>Mr. Trent Crenshaw, Principal/Athletic Director</b>	

Middle School Office	668-8001
Mr. J.C. Kime, Principal	
Mr. Anthony Yarolimek, Assistant Principal	
Mrs. Jessica Nguyen, Counselor	

Intermediate School Office	668-8300
<b>Dr. Gabriel LeCea, Principal</b>	
Mrs. Megan Berry, Counselor	

Primary School Office	668-8195
Mrs. Crystal Meyer, Principal	
Ms. Caitlin Holmes, Counselor	

Elementary  
**Mrs. Abby Hadler, Assistant Principal**

Early Childhood Center	668-8095
Mrs. Sheila Powers, Director	

**SCHOOL HOURS**  
8:15am-3:22 pm

**STUDENT ARRIVAL TIME**

**Students should not arrive earlier than 7:30 am.** Students who arrive after the start time must come to the office and sign in.

**EARLY RELEASE OF STUDENTS**

Occasionally, a student may need to leave school early. When this is necessary, parents should first come to the principal's office to sign the child out. The child will then be called to the office to leave with the parent. No elementary student will be allowed to checkout after 3:00 p.m. without prior approval.

### EARLY DISMISSAL OF SCHOOL

At times during the school year, weather or emergency situations may require school to be dismissed early or canceled. When this occurs, families will be notified through ParentSquare, and information will also be shared with the following media outlets:

KWRE (730 AM)                      KFAV (99.9 FM)  
KMOV (Channel 4)                      KSDK (Channel 5)

Parents/guardians should ensure that emergency contact and transportation information remains current throughout the school year.

### ENROLLING IN SCHOOL

New students will be enrolled when they arrive in the district. This will be done in the registration office located at the Early Childhood Center. Be sure to bring the following information with you when you enroll your child:

- A state birth certificate
- Your child’s immunization record
- An emergency telephone number
- Proof of residency
- A copy of student’s most recent report card is helpful

### TRANSFERRING TO ANOTHER SCHOOL

Copies of student records will be sent to any school upon receipt of a signed request from the receiving school. The school must have written permission from the parent or from the “legal age” student before releasing any information to the following parties:

- a. Other school to which a student is transferring
- b. Certain government officials in order to carry the lawful functions
- c. Appropriate parties in connection with federal aid to a student
- d. Organizations doing certain studies for the school
- e. Individuals who have obtained court orders or subpoenas
- f. Persons who need to know in cases of health and safety emergencies
- g. State and local authorities to whom disclosure is required by state law

If we are notified in advance, we will be able to prepare records while waiting for the release to arrive, thus increasing the speed at which the new school receives the information.

### VISITORS AT SCHOOL

Parents and grandparents are always welcome to visit the school. We ask that arrangements be made prior to visiting to minimize interruptions to the classroom instruction. Visitors must stop in at the office, sign in, and receive a visitor’s badge before proceeding to the classrooms or lunch room. Visitors failing to check in at the office will be considered trespassing. Other special requests for visitors should be made through the principal.

### LUNCH PROGRAM

Meal and milk prices will be determined annually. Students will deposit money into their account and as students purchase breakfast/lunch, money will be deducted from their account. In the event that a student does not have sufficient funds in their account, a cheese sandwich and milk will be provided. Free and Reduced-priced meals are available for students who qualify. Applications will be sent home to every family on the 1<sup>st</sup> day of school and are also available at the school office.

Breakfast and lunch will be offered daily. Breakfast will be served from 7:45-8:15 am. Students who elect to eat breakfast are expected to get the meal as soon as they arrive at school and eat in a timely manner.

Students are not allowed to leave school grounds to purchase/consume breakfast or lunch.

### MEAL PRICES

Breakfast: K-12 \$2.25 (\$11.25 per week)	Adult \$3.55 (\$17.75 per week)
Lunch: K-12 \$3.30 (\$16.50 per week)	Adult \$4.55 (\$22.75 per week)
Extra Milk: \$.60	

### FOOD SERVICES

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability.”

“To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.”

## STUDENT ATTENDANCE

The Board of Education has established the following rules and regulations regarding attendance, absences and excuses for students. These rules and regulations are intended to comply with Missouri Compulsory Attendance Law (167.031 RSMo.) which establishes compulsory attendance for all children between the ages of seven and sixteen unless their education is provided by other acceptable means or otherwise excusable under the law.

### Absence Guidelines (Excused or Unverified)

Based upon student attendance, parents/guardians will be contacted by letter from the school stating the number of days the student has been absent, which could include a referral to local juvenile authorities.

Excused Absences	Verified Absences	Unexcused Absences	Tardy/Late/ Leave Early
Doctor's Note, Funeral, Religious Observance, Court Mandated Appointment for Child, Family Emergencies	Parent/Guardian Phone Call Office Phone Call Verification Note by Parent/Guardian	No Phone Call / No Note	Arrive 8:15 a.m. or after Leave before 3:22 p.m.
Steps Performed by the School	Steps Performed by the School	Steps Performed by the School	Steps Performed by the School
Daily Phone Calls *No further action by the school	Daily Phone Calls *Attendance Letters sent at 8 absences, 11 absences, 15 absences *Juvenile Referral at 15 absences	Daily Phone Calls *Attendance Letters sent at 3 absences, 5 absences, 7 absences *Juvenile Referral at 7 absences	Daily Phone Calls *Attendance Letters sent at 8 Tardies/Late/Leave Early, 11 Tardies/Late/Leave Early, 15 Tardies/Late/Leave Early *Juvenile Referral at 15 Tardies/Late/Leave Early

### Excusable Absences

In case of absence, it is the responsibility of the parent/guardian to notify the school. If the school is not notified on the day of absence, a note from the parent/guardian will be required on the first day of the student's return to school. The absence will be recorded as unexcused if a note or telephone call is not received.

Excusable absences include, but are not limited to:

1. Illness of the student (Doctor's statement may be required to support such absences).
2. Days of religious observance.
3. Death in the family.
4. Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen.

The following procedures should be followed by students who are absent so as to prevent academic difficulties:

1. The student shall obtain assignments from appropriate staff members. Assignments shall be obtained in advance if the absence is foreseen.
2. All assigned work shall be submitted upon returning to school.
3. All classroom work (to include tests) shall be completed as indicated by the individual classroom teacher.

### Unverified Absences

Attendance patterns for all students will be monitored. Absences are unverified when a student is absent without permission of parent or school officials. Students who are unverified when absent will have 24 hours to provide verification from parent/guardian or they will be considered truant from school. Absences which are not verified will be investigated by the principal and/or staff and appropriate action taken.

### Making Up Class Hours

Excessive absences, excused or unexcused, have a detrimental effect upon academic progress and may be one factor considered in promotion/retention decisions.

Any exceptions to the items cited above shall be approved by the Board of Education.

## LOST AND FOUND

Please check for lost items in the office. Items will be taken from room to room occasionally for students to claim their lost items. Items not claimed at these times are given to charitable organizations.

## SCHOOL INSURANCE

The Board of Education recommends that all students have accident insurance. Although arranging for such insurance is the responsibility of the student and parents/guardians, the Board may name an insurance carrier each year to offer group rates. Participation in the group plan is optional. Parents/Guardians and students will deal directly with the insurance carrier.

Students participating in interscholastic athletics and certain other activities governed by the Missouri State High School Activities Association (MSHSAA) are required to have accident insurance coverage before being allowed to practice or compete for a school team. A student will not be allowed to participate in these activities, including practices, until proof of insurance coverage is received in the principal's office.

The district will provide parents/guardians enrolling students in the district information about the state children's health insurance program, MO HealthNet for Kids (MHK). A parent/guardian who, when completing an application for free and reduced-price meals, indicates that a child does not have health insurance will be notified by the district that the MHK program is available, if household income is within eligibility standards.

## HEALTH OFFICE/ILLNESSES

The district maintains a health office with a registered nurse and is equipped for first aid and emergency care of students. If a student becomes too ill to remain in class, we will reach you by phone and request that you come to school and pick up your child. That is why it is so important that **we have an updated, working phone number** on the emergency contact card to reach you. If your child is ill, please do not send him/her to school. A student that contracts a contagious disease or condition, such as pink eye, chickenpox, ringworm, impetigo, Covid or Pediculosis (head lice), will be sent home from school and must remain home until the condition or disease is corrected. A student that has a fever may return 24 hours after the fever has broken and be fever free for 24 hours. A student that has vomited may return to school 24 hours after the child has stopped vomiting.

Some students may need medication during school hours. The following procedures must be followed:

## MEDICATIONS

1. **Prescription Medications, Nonprescription or Over-the-Counter Medication** will be given **ONLY** on written orders from a physician detailing name of drug, dosage, and time interval that the drug is given. Medication must be in a prescription bottle with the student's name. It is requested that duplicate bottles of medication be given whenever possible – one for home and one for school. The parent or guardian should bring enough medication for the day or by the week.
2. Written permission from the parents or guardian requesting the school district to comply with the physician's orders must be brought with all medications.
3. All medication with permission slips must be brought to the school office or school nurse by parent or guardian.
4. Medications will be stored in a safe, appropriate place. A record will be kept on all medications administered by the nurse or designated school personnel assigned by school administration.
5. Medications will not be administered after 3:22 p.m.
6. Medication to be picked up at the end of the school year.

## PROTOCOL FOR MANAGEMENT OF HEAD LICE

- At the discretion of the school nurse/health staff, screening will be done at an appropriate time at the Primary and Intermediate buildings beginning of each school year. Siblings and other students residing in the affected student area also will be screened, regardless of the school site. Students referred for indication of live lice or nits will be screened by school nurse/health staff.
- Parents will be notified whenever live lice or nits are found. **A student with noted lice or nits must be picked up from school and returned to school by parent or designated adult (students will not be allowed to ride the bus during this time). Students must be rechecked by the school nurse/health staff prior to returning to class.** Upon the second incident, parents will demonstrate to the school nurse/health staff how they treated the child and review head lice treatment and protocol. **Third incident will be reported to administrator staff for further direction and management of each individual case. If only a few nits are found after adequate treatment, those nits may be removed at the discretion of the principal or nurse and the child may be allowed to return to school.**
- After treatment at home for live lice or nits is completed, the child is to be screened by health staff **with parent/guardian present** upon returning to class.
- The school nurse will be consulted for recurrent or chronic cases, incidence of suspected treatment failure or for other concerns.

### **HEAD LICE TREATMENT PLAN**

- **Day of detection of Head Lice:** apply lice medicine, also called Pediculicide, according to the instructions contained in the box or printed on the label. If the infested person has very long hair (longer than shoulder length) it may be necessary to use a second bottle. Pay special attention to instructions on the label or in the box regarding how long the medication should be left on the hair and how it should be washed out. **Everyone in the household should be checked for lice or nits and treated the same day if positive. Lice treatment products are not 100% effective in killing lice, and especially nits.** With certain products a **second treatment is recommended 7-10 days from initial treatment.**

**Warning:** Do not use a combination shampoo/conditioner or conditioner before using lice medicine. Do not re-wash the hair for 1-2 days after the lice medicine is removed.

- **REMOVAL OF NITS (EGGS):** The nits are glued on the hair shaft as they are laid, and require effort to remove. To remove the nits, use a metal nit comb, cat flea comb, or your fingernails to slide the eggs off the hair shafts (nitpicking) in a properly lighted area. **Continue checking the head and combing hair daily for 2 weeks. All head lice and nits must be removed from the hair and scalp for the student to return to school.** If nits within a ½ an inch of the scalp are not removed, some may hatch and your child will get head lice again.

### **HEAD LICE TREATMENT PLAN: WHAT ELSE CAN BE DONE**

- Check all family members' heads for nits or lice once a week.
- Put on clean clothes after treatment.
- Wash all bed linens in hot, soapy water.
- Wash all clothes that have been in contact with your child's head in hot, soapy water including hats, coats, and backpacks.
- Clean pillows either by washing in hot soapy water or by placing them in a hot dryer for 20 minutes.
- Vacuum mattresses, carpet, cloth-like furniture, car upholstery, etc. **(sprays are not recommended).** Replace vacuum bag and seal for 2 weeks.
- Clean combs and brushes with hot soapy water.
- Do not share hats, combs, or hair accessories, etc.
- Notify other people your child has close contact with if head lice are found.

### **HEAD LICE PRECAUTIONS**

1. Lice are spread by **head-to head contact.** Check your child for lice often.
2. Remind children not to share combs, brushes, headbands, barrettes, scrunches, helmets, hats, scarves or other personal items. Hair grooming should take place in the restroom only.
3. Keep coats separated. Do not stack, pile or hang coats on top of each other. Instruct children to keep hats and scarves stored in their coat sleeves.
4. Educate the community about head lice and its prevention.
5. Encourage parents **to inspect their children's hair at home daily for at least 2 weeks in proper lighting.**

### **BASIC FACTS ABOUT HEAD LICE**

- Scientific sources agree that the **school is not a significant source of head lice infection.**
- **Lice cannot survive for more than 48 hours off of a head.**
- Lice do not fly, hop, or jump; **lice are crawling insects.**
- "Live lice" must lay nits, the eggs of lice; you cannot "catch" nits.
- Research indicates that children may have lice for as long as 4 weeks before recognition.

**\*\*Head lice treatment or nit removal should be completed within 24 hours from the date of detection. Action of absentees due to head lice or nits will be handled at the discretion of the administration staff/principal.**

### **IMMUNIZATIONS**

Immunizations are required to be kept up to date in order to attend school.

### **SPECIAL MEDICAL CONCERNS**

Please notify the school nurse and your child's teacher of any special health problems or medications which your child has at 636-668-8195 ext. 460

### **EMERGENCY PROCEDURES**

Fire, tornado, intruder, and earthquake drills will be held at various times during the school year. Parental assistance in impressing upon the children the seriousness of such drills is appreciated.

### APPROPRIATE DRESS

At Winfield Primary, we believe that how students dress can support a positive, respectful, and safe learning environment. While we celebrate student individuality and personality, clothing choices should be appropriate for a school setting where young children are learning, playing, and moving throughout the day. The following guidelines will be used to interpret dress that is INAPPROPRIATE for school:

- Clothing with words or images related to alcohol, tobacco, drugs, violence, or anything illegal for children
- Clothing with vulgar, offensive, or suggestive language or graphics
- shirts that do not cover the stomach, chest, or shoulders, (e.b., halter tops, midriff tops, or spaghetti straps less than two fingers wide)
- See-through or mesh tops unless worn over another shirt
- Shorts or skirts that are shorter than fingertip length when arms are at the sides
- Biker shorts unless worn under another longer garment
- Hats, caps, and sunglasses worn INSIDE the building.
- Clothing that is not worn properly (e.g., sagging pants or exposed undergarments)
- SHOES – please make sure your child wears appropriate shoes for playing at recess or other activities the class might be involved in (laced tennis shoes are preferred). Laced tennis shoes are required for participation in Physical Education. NO shoes with rollers.

Students will be asked to remove hats, caps, or sunglasses. Inappropriate clothing will need to be covered or changed. (Parents may be contacted to bring a change of clothing.)

### ITEMS UNWANTED AT SCHOOL

At Winfield Primary, our goal is to create a safe, focused, and distraction-free environment where all students can learn and grow. To support this, we ask that students only bring items to school that are necessary for learning. While we understand that young children often want to share their favorite toys or belongings, non-school items can lead to distractions, disagreements, or even loss or damage; all of which take valuable time away from learning and teaching.

Items that should stay at home include (but are not limited to) the following:

Toys (any kind)	Balls	Skateboards
Knives	Radios/IPods	Games
Headphones	Trading Cards	Skates
Video tapes	Remote control cars	Trading cards (any kind)
Money (for which no special purpose is intended)		Hand held video games
CD players	Cell Phones	Cameras

If a student brings a non-approved item to school, the item may be confiscated and returned at the end of the day or held until a parent or guardian can pick it up. Items not claimed within five days after the school year ends may be donated or discarded. The school is not responsible for lost, stolen, or damaged items brought from home.

We ask that parents and guardians check backpacks daily and talk with their child about bringing only school-related materials. Your support helps us maintain a positive and productive learning environment for all students.

Together, we can ensure our school remains a place where learning comes first and every child can stay focused, safe, and successful.

### FINES

Parents are responsible for library fines, lunch charges, textbook fines, etc.

### ASSESSMENT OF FINES FOR TEXTBOOK DAMAGE

Students will be fined for any damage to a textbook beyond normal wear. Fines will vary from a minimum of \$1.00 to a maximum of replacement of the textbook according to the schedule listed below.

NEW = any book being used for the first year will require 100% of the cost to replace the book.

GOOD = any book that is being used for the second year will require 90% of the original cost.

FAIR = any book that is being used for the third year will require 80% of the original cost.

POOR = any book that is being used for four years or more will require 70% of the original cost.

Reasons for assessing fines may include: marking on the cover or inside the book, missing pages, water damage, profane words, or excessive wear. Any time that the book is in such condition that it cannot be used again the student will pay the replacement price according to the above schedule.

## **PARENT-TEACHER COMMUNICATIONS**

Communication between home and school is strongly encouraged. The needs of the child are best served when we work together. Parents should feel free to contact their child's teacher as needed. The best times to speak with the teacher at school are before school, after school, or during his/her planning period. If you aren't sure when to call, the office secretary will take a message and have the teacher return your call at the soonest possible time. Teachers WILL NOT be called out of the classroom to confer with a parent during instructional time. Please be sure to read the newsletters and call the office if you have any questions.

## **PARENT-TEACHER CONFERENCES**

Parents will be contacted near the end of the first quarter of the school year to meet for a conference. We urge both parents to attend the conferences when possible. This is a good time to review observations thus far and to set goals for the rest of the school year. Parents are invited to ask questions and to contribute their own observations and preferences. If a conference is desired prior to this time or later, please don't hesitate to request it. Teachers may also contact parents at other times as well. Parents will be contacted during the third quarter to meet for a conference as needed.

## **PROMOTION AND RETENTION POLICY**

The Winfield R-IV Board of Education, administration, and faculty subscribe to the philosophy that promotions from grade level to grade level within the elementary grades shall be based upon consideration given to fulfilling the educational needs of each individual child to the highest possible degree. By placing the child in the best educational environment to fulfill these needs, the school is promoting optimum intellectual, emotional, physical, and social growth.

The final decision on retention will be made by the teacher, counselor, and administrator to best meet the needs of the child. Parental participation in the process will be solicited and encouraged.

A student **may** be retained using the following criteria:

1. Reading and math level proficiency should be considered.
2. Special education decisions will be determined in a placement determination meeting.
3. Had to be referred to and met with the Care Team.

Care Team for the building:

1. May consist of: Student's current and any past teachers, the counselor, a special education teacher and the Principal.
2. Give alternatives to the classroom teacher to use.
3. All teachers from that student's grade level could help to make the decision about retention in an "objective" manner.

Notices to the parents:

1. Semester
2. Progress report third quarter
3. Report card third quarter and a parent conference
4. Progress report fourth quarter
5. Final report card

Placement instead of promotion: (levels)

1. Promotion – The student has mastered the appropriate basic skills for the current grade and is advanced to the following grade.
2. Conditional Placement – The student has not mastered the appropriate basic skills for the current grade level. The student's placement will be postponed until predetermined conditions have been met. These conditions may include, but are not limited to, the following: successful completion of summer school requirements; private tutoring recommendations following evaluation by the Care Team.
3. Retention - The student has not mastered the appropriate basic skills for the current grade. The child will be retained in the current grade. Summer school contract with the principal – list acceptable number of days absent and acceptable grades to be achieved.

## **GRADE REPORTING**

Grade Reports are sent home quarterly. At the end of each semester the grade will be recorded on the student's permanent record.

The grading system used for recording and reporting progress is as follows:

3=The student has met expectations for the quarter in the standard.

2=The student shows growth/ progress in the standard.

1=The student needs intensive support at school and at home in the standard.

\*=The student is being instructed on this standard in small group and whole group instruction, but this standard has not been assessed at this time.

## **INCENTIVE PROGRAMS**

There are various incentive programs established at Winfield that reward students for academics, behavior, character, improvement, attendance, and citizenship. These student accomplishments are acknowledged during weekly announcements, monthly/quarterly assemblies, simple gifts, and certificates. The students earn these rewards from teachers, students, staff, bus drivers, custodians, cooks, or administrators. The goal of this recognition is to motivate and thank the students for their work and deeds. Through this recognition we hope to create a sense of caring, sharing, safety, and community. By creating this feeling of community the students will have the best environment to excel academically.

## **LIBRARY MEDIA SERVICES**

Students will be instructed in library media and research skills, including computers and literature appreciation. Books and magazines have a circulation period of one week. They may be renewed as many times as necessary, but materials that are still overdue at the end of each quarter must be paid for. Students are always responsible for materials checked out in their name. Loaning library materials to a friend is not a good idea.

### **Minimum charges for lost books\***

Paperback	\$3.00
Hardcover	\$8.00
Magazines	\$3.00

\*If the actual cost of the book or magazine is higher than the minimum, the higher price will be charged.

## **COUNSELING**

### **RATIONALE:**

Consistent with the philosophy of education, Primary School counseling concerns itself with children in the developmental process of maximizing their potential. The counselor works within the educational framework and the child's total environment to enable each child to arrive at an identity and learn to make choices and decisions that lead to effective functioning as a worthwhile being.

### **PERSONAL PHILOSOPHY:**

Children must have continuous experiences of challenge, achievement, and success. The teacher plays the primary role in working with students. The counselor aids the teacher in making education and total well-being more meaningful to each student with the implementation of an appropriate guidance and counseling program.

### **PRIMARY GOALS:**

- To recognize each student as an individual and accept each as an independent personality of worth.
- To counsel students on an individual basis in the solution of personal problems related to such problems as attendance, home and family relations, health, and emotional adjustment.
- To provide group counseling and guidance activities for students and teachers.
- To consult with parents regarding child development, socialization, and parenting issues in addition to academic concerns.
- To lend support in whatever way is needed in the process of identifying students in need of referral for special services within the school system or to outside agencies.
- To help the student to overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible individuals.

## STUDENT BEHAVIOR RULES AND GUIDELINES

### PHILOSOPHY

At Winfield Primary School, we believe that all students, no matter their age, deserve to learn in a safe, respectful, and supportive environment where they can grow academically, socially, and emotionally. While the rights and protections of the United States Constitution apply to all individuals, young learners need guidance and support to understand and act upon those rights responsibly. We recognize that children in grades K-2 are at the beginning stages of learning self-regulation, empathy, and problem solving. Our staff is committed to teaching and modeling these behaviors daily. We believe that children are capable of learning how to make positive choices and contributions when they feel safe, respected, and supported.

A school is a community. And like all communities, it functions best when students, families, and school staff work in partnership; with shared expectations and mutual respect. Maintaining an environment where learning is valued and safe behavior is expected requires that all members of our school community take responsibility for their actions.

We commit to working cooperatively with apartments and guardians to help every student build:

- Self-esteem - confidence in their worth and abilities
- Self-respect - pride in who they are and how they treat others
- Self-worth - belief that their presence and voice matter
- Self-control - the skills to manage emotions and behavior, especially when things are hard

When mistakes happen, we use them as teaching opportunities, guiding students toward better choices through clear expectations, caring relationships, and meaningful consequences.

### INTRODUCTION

This handbook outlines the expectations, routines, and supports that help ensure every student has the opportunity to learn and grow in a safe, orderly school setting. These rules are designed to support a developmentally appropriate approach to behavior and discipline for our youngest learners.

We understand that children in early elementary grades are still learning how to manage big feelings, interact positively with others, and follow structured routines. Therefore, this code of conduct reflects an understanding of developmental stages and maturity levels. As students grow, they will be supported in gradually taking more ownership of their behavior and decision-making.

It is the responsibility of every student to learn to practice safe, respectful, and responsible behaviors.

It is the responsibility of school staff to teach and reinforce expectations daily, ensuring students have the skills and support they need to be successful.

It is the responsibility of the school board and administration to uphold policies and practices that prioritize both learning and student well being.

Our staff is committed to:

- Responding to behavior with consistency and care
- Using behavior incidents as opportunities to teach and repair
- Involving families as partners in supporting student success
- Following district policy and state regulations to ensure fair, safe, and lawful responses

We believe that with structure, support, and compassion, all children can grow into respectful and responsible learners.

### GENERAL ADMINISTRATION

#### Regulation 1621 (Form 1621)

#### Private, State and Federal Programs Administration Title I

The responsibility for implementation of the Title I policy is shared between the Title I Director and each building principal. The designation of these duties is described below.

#### **Title I Staff and Parent Responsibilities**

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.
2. Provide letters to parents regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
3. Provide an orientation meeting for parents each school year before the end of the first quarter.
4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
7. Offer workshops for parents on how to help assist in the instruction of their children.

8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as meeting minutes will be maintained by the District.
9. Send data regarding year-end Title I program evaluation results to all parents.
10. Invite parents to and include parents in Title I program review team meetings.
11. Notify parents regarding the professional qualifications of their student's classroom teachers.

### **Title I Staff Qualifications**

#### Teachers

Title I teachers hired after the first day of school for 2002-2003 must meet the following qualifications:

1. Have obtained full state certification as a teacher.
2. Hold at least a bachelor's degree.
3. Elementary teachers - have demonstrated subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.
4. Secondary teachers - have demonstrated a high level of competency in each of the academic subjects that they teach.

Title I teachers hired prior to 2002-2003 must meet the same qualifications by the end of 2005-2006.

#### Paraprofessionals

Title I paraprofessionals hired after January 8, 2002, must have a secondary school diploma or a GED and meet one of the following qualifications:

1. Completed at least two (2) years of study at an institution of higher education, or
2. Obtained an associate's (or higher) degree, or
3. Have demonstrated knowledge of, and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness, as appropriate.

Title I paraprofessionals hired prior to January 8, 2002, must meet the above qualifications by January 8, 2006. Exceptions to these qualifications would apply to those Title I paraprofessionals who primarily serve as translators or whose duties consist solely of conducting parental involvement activities.

### **Title I Building Level Responsibilities**

Each Title I building administrator will invite all parents to attend their school's program planning meetings, school review and improvement meetings.

Title I teachers will provide parents with quarterly written reports on the progress of their children, so that parents can know the extent to which they are learning. Teachers will be available for individual conferences at the regularly scheduled District Parent/Teacher Conference dates and at other times by appointment through each building office. Meeting times will take into account the need to accommodate a variety of parent work schedules.

Through these reports and conferences, Title I teachers will provide parents with the results of evaluations of student progress. These evaluations will include, but will not be limited to, test results, measurements of homework turned in, homework completed, student attitudes and student behavior.

Each Title I school will:

1. Design and sponsor activities to address the needs of children which are unmet due to the absence of one parent.
2. Design types of parent involvement that do not involve being at school, such as helping teachers by assembling materials at home for use in classroom activities.
3. Offer opportunities and materials for parents to participate in classroom activities.

### **Parent Notification of Teacher Qualifications**

Throughout the school year, the parents of each student may request the following information:

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

In addition to the information that parents may request, the District will provide to each individual parent:

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

Requests by parents for this information must be provided in a timely manner.

**Title I Grievance Procedure**

This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal No Child Left Behind Act (NCLB) including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).

A formal complaint may be filed by parents, members of the public, teachers, or other District employees. Complaints must be in writing; must be signed by the complainant; and must include facts, including documentary evidence that supports the complaint and the specific requirement, statute, or regulation alleged to have been violated.

All complaints must be filed with the Superintendent or Superintendent's designee and will be addressed in a prompt and courteous manner.

1. The District will notify the Commission of Elementary and Secondary Education (DESE) within fifteen (15) days of receipt of the complaint.
2. The District will investigate and process the complaint within thirty (30) days of receipt of the complaint.
3. The complaint findings and resolutions will be disseminated to all parties and to the Board of Education.
4. If dissatisfied with the District's determination, the complainant may appeal to DESE within fifteen (15) days of receipt of the District's determination.

**Missouri Department of Elementary and Secondary Education  
Every Student Succeeds Act of 2015 (ESSA)  
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

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

**1. What is a complaint?**

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

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

Any individual or organization may file a complaint.

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

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

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

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

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

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

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<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV-A, Title V  
<sup>2</sup> In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

## 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.

**STUDENTS**  
**Regulation 2260**

**Admission and Withdrawal**

**Admission of Homeless Students**

**Identification**

For purposes of Board policies and regulations *homeless students* include students under age twenty- one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

1. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a public or private place not designed for, or ordinarily used as, a regular sleeping area for human beings,
3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in subdivisions 1-3 of this section.

**Enrollment**

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available.

**Coordinator**

The Board of Education has appointed the Superintendent as coordinator of programs for homeless students. The responsibilities of the coordinator will include but not be limited to:

1. Establish practices designed to ensure the school enrollment and success of homeless students;
2. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;
3. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
4. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;
5. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;
6. Ensure that referrals are made to health care, dental, mental health and other appropriate services;
7. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;
8. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner;
9. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and
10. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.

All school personnel, District service providers and locally known advocates working with homeless families will be informed of the identity of the Coordinator and the Coordinator duties.

**Disputes Over School Selection or Enrollment in a School**

If a dispute arises over school selection or enrollment in a school, the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent or guardian of the homeless student will be provided with a written explanation of the District's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision; and
3. The homeless student, parent, or guardian will be referred to the Homeless Coordinator who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.

## Complaint Resolution

Any homeless student or their parent/guardian may file a complaint regarding placement or access to educational programs by submitting a written complaint to the Coordinator of Homeless Programs. If the coordinator is unable to resolve the complaint within five (5) school days, unresolved complaints will be forwarded to the Superintendent who will meet with the complainant upon request. Within five (5) school days of this meeting or within five (5) school days of rejection of such meeting, the Superintendent will prepare and forward a written decision. Thereafter, the complainant may appeal to the Board of Education within five (5) school days of receipt of the Superintendent's decision. Thereafter, the complainant may forward the complaint to the Missouri Department of Elementary and Secondary Education's Director of Federal Grants.

## Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

## Identification

Homeless students will be identified by referrals from community organizations and District personnel and by review of the District's enrollment forms.

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Are you aware of anyone who is currently homeless or in the near future will be considered to be homeless? If so, please contact your homeless administrator.

### 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:

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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.

**STUDENTS**  
**Regulation 2270**

**Admission and Withdrawal**

**Admission of Migrant Students**

**Identification**

For purposes of Board policies and regulations, the phrase *migratory students* shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another. The District will identify migrant students by including a question on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

**Services**

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students in their assigned schools to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students.

Questions and Additional Information  
Contact: Ronda Haight  
Director of Special Services  
636-668-8188

# Winfield Primary School Code of Conduct

*This discipline code is meant to be a representative, but not an exclusive listing of acts of misconduct and the consequences for each. Any misconduct, which is not specifically listed in this discipline code, may warrant consequences up to and including expulsion.*

Teachers have the authority to impose logical interventions and/or consequences in the classroom that may range from a verbal warning up to a referral to the principal. Based on our PBS expectations teachers will have completed the following steps prior to referring the student to the office for a fourth minor offense:

1. Re-teach the expectations
2. Re-teach the expectations, parental contact, and student completing a think sheet
3. Referral to the school counselor and possible parental contact

(major discipline referrals will be referred directly to the principal without the previous three intervention steps)

No Code of Conduct can be expected to cover all infractions that impede or distract from the educational process. It will be the responsibility of the Principals to assign consequences for any type of inappropriate behavior not specifically covered in this Code of Conduct. It should also be understood that based on the circumstances about an offense, a student's disciplinary record, education concerns, medical facts and other information that may only be known to the Principal, special education teachers, etc., the Principal has the authority to modify the discipline administered to a student as required.

**Level I, II, III offenses are contained on the following chart and are considered a minimum of a fourth minor offense or major office referral.**

## Level I

Infraction/Description		First	Repeated
Academic Dishonesty-Includes cheating, forgery and plagiarism	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and work to be finished with the teacher.	**Can be any of these consequences depending on the situation at hand. *** Conference with principal/loss of credit for assignment /loss of privileges/ISS
	MAX	short-term suspension	long-term suspension
Class/School Disruption- Student engages in inappropriate disruption.  Examples may include excessive noise, repeated off-task behavior, inappropriate comments or actions, refusal to follow directions, horseplay, or any behavior that distracts others from learning or disrupts	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact.	**Can be any of these consequences depending on the situation at hand. ***  Conference with principal/ loss of privilege/ ISS
		Step 3: Loss of Privilege	
	MAX	short-term suspension	long-term suspension

Infraction/Description		First	Repeated
Defiance/Insubordination—Refusal to follow school-wide expectations, staff directives or requests, or voicing of disrespect to those in authority in a verbal or non-verbal manner	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor and/or principal/ loss of privilege/ detention/ suspension
	MAX	long-term suspension	long-term suspension
Disrespect to Staff or Students-Includes, but not limited to, words, tone of voice, facial expressions, written expressions, or gestures. <i>May be considered a Level II or III violation if deemed serious enough by the building administrator.</i>	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor and/or principal/ verbal apology/ written apology/ loss of privilege/ ISS / short-term suspension/ Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	short term suspension	long-term suspension
Dress Code Violation (See Dress Code Policy)	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Have parents bring up proper attire.	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal corrective action/sent home/ Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	short-term suspension	short-term suspension
Profanity/Obscenities/Obscene Gestures—Student engages in instances of inappropriate language or gestures.	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ ISS /short-term suspension /Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	long-term suspension	long-term suspension

**Infraction/Description**

**First**

**Repeated**

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, spitting, etc.)	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and counseling on bullying	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ ISS /short-term suspension /Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	short-term suspension	long-term suspension
Gambling-For the purpose of obtaining money or something of value	MIN	Step 1: Re-teaching of the Expectation. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege and counseling on bullying	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ ISS /short-term suspension /Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	long-term suspension	long-term suspension
Technology Violation—Student engages in inappropriate use of electronic devices including, but not limited to: cell phones, mp3 players, laser pointers, personal gaming systems, etc. Or student violates district’s Internet and/or computer usage policy.	MIN	Step 1: Re-teaching of the Expectation and Confiscation of technological device Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/ ISS /short-term suspension /voiding all uses of technology
	MAX	short-term suspension	long-term suspension
Lying—Intentionally providing false or inaccurate information	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal/verbal apology/written apology/loss of privilege/ ISS /short-term suspension/ Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	long-term suspension	long-term suspension

Inappropriate Location/Out of Bounds Area—Student is not present in required location or in an area that is outside of school boundaries.	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/conference with principal / ISS /short-term suspension short-term suspension/ Juvenile referral/Boundaries monitored at school
	MAX	short-term suspension	long-term suspension
Tardy—Student arrives at class after the bell and/or arrives at class unprepared.	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 3: Loss of Privilege	**Can be any of these consequences depending on the situation at hand. *** Conference with counselor/ Conference with principal/Juvenile referral/ Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)
	MAX	Detention	Short-term suspension

Possession or Use of Tobacco or Tobacco Related Products—includes tobacco products, matches, lighters, papers, etc.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ Conference with the Resource Officer
	MAX	short-term suspension	long-term suspension

**Infraction/Description**

**First**

**Repeated**

Possession or Use of “Over the Counter” substances—including, but not limited to, non-prescription drugs	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.) conference with resource officer
	MAX	expulsion/arrest	expulsion/arrest

Forgery/Theft- Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/conference with resource officer	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.) conference with resource officer
	MAX	expulsion/arrest	expulsion/arrest
Gang-related behavior—Student uses gestures, dress, and/or speech to display affiliation with a gang.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/ conference with resource officer
	MAX	Expulsion	Expulsion

**Infraction/Description**

**First**

**Repeated**

Destruction of Property/Vandalism-Willful damage or the attempt to cause damage to property belonging to the school, staff, or students	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal/conference with resource officer/parent contact Step 4: Fixing or Paying for the property to be fixed.	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension
	MAX	expulsion/arrest	expulsion/arrest

Failure to comply with In-School Suspension (ISS) guidelines	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Short Term Suspension	**Can be any of these consequences depending on the situation at hand. *** short-term suspension
	MAX	long-term suspension	long-term suspension
Bullying/Cyberbullying-is the intentional action by an individual or group of individuals to inflict physical, emotional, or mental suffering on another individual or group of individuals. <i>May be considered a Level III violation if deemed serious enough by building administrator.</i>	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege Step 4: Counseling Small Group	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension
	MAX	Expulsion	expulsion
Threat—An expression of intention to inflict evil, injury, or damage	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent contact. Step 4: Parent Safety Meeting Step 5: Counseling Small Group Step 6: Loss of Privilege or ISS/OSS depending on severity.	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion	expulsion

<b>Infraction/Description</b>		<b>First</b>	<b>Repeated</b>
Trespassing—Unauthorized presence on school grounds outside of school hours and/or without proper supervision	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege Step 4: Counseling Small Group	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	long-term suspension	long-term suspension

Negligence—Careless behavior that potentially results in harm to oneself or others	MIN	Step 1: Re-teaching of the Expectation and parent meeting. Step 2: Conference with student and parent contact. Step 4: Parent Safety Meeting Step 5: Counseling Small Group	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	long-term suspension	long-term suspension

Fighting/Attending Fights—physically striking another in a mutual contact as differentiated from an assault	MIN	Step 1: Loss of Privilege and parent contact  Step 2: short-term suspension (ISS or OSS*Depending on Severity)	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	expulsion/arrest	expulsion/arrest

Extortion-Includes, but not limited to, threatening or intimidating any person for the purpose of, or with the intent to, obtain money or something of value from that person	MIN	short-term suspension	short-term suspension
	MAX	long-term suspension	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement/ expulsion

<b>Infraction/Description</b>		<b>First</b>	<b>Repeated</b>
Any form of harassment—on the basis of race, color, sex, national origin, ethnicity, disability, religion, sexual orientation, or perceived sexual orientation, or any other characteristic protected by federal law	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege Step 4: Counseling Small Group Step 4: Resource Officer Involvement Step 5: Short-Term Suspension	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement/expulsion

	MAX	Expulsion	expulsion
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Use/Possession of Combustibles—student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.)	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal Step 4: Parent Safety meeting	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion	Expulsion
False alarms—setting off false alarms, making false reports (example: dialing 911), tampering with emergency equipment, bomb threats	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal Step 4: Parent Safety meeting	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	Expulsion/arrest	Expulsion/arrest

Any form of harassment—on the basis of race, color, sex, national origin, ethnicity, disability, religion, sexual orientation, or perceived sexual orientation, or any other characteristic protected by federal law	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege Step 4: Counseling Small Group Step 4: Resource Officer Involvement Step 5: Short-Term Suspension	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement/expulsion
	MAX	expulsion/notification of law enforcement officials	expulsion/notification of law enforcement officials

Sexual Misconduct—Possessing or transferring pornographic or sexually explicit materials; actual or simulated conduct for the purpose of sexual stimulation, including but not limited to indecent exposure, physical touching or the engagement in any sexual act on school property, during school functions, or at school sponsored activities is prohibited.	MIN	Step 1: Re-teaching of the Expectation, confiscation, and parent meeting. Step 2: Conference with student and parent contact. Step 3: Loss of Privilege, conference with the principal Step 4: Counseling Small Group Step 5: Parent Safety meeting Step 6: ISS	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement
	MAX	expulsion	expulsion

Assault- use of physical force with the intent to do bodily harm	MIN	Step 1: Re-teaching of the Expectation Step 2: Conference with student and parent meeting. Step 3: Loss of Privilege Step 4: Counseling Small Group Step 5: Resource Officer Involvement Step 6: OSS	**Can be any of these consequences depending on the situation at hand. *** short-term suspension, Parent Attendance Meeting Suggestion to access an outside agency (such as Crider, Partnerships with Families, etc.)/ restitution/ short-term suspension/parent involvement /notification of law enforcement/expulsion
	MAX	long-term suspension/notification of law enforcement	expulsion/notification of law enforcement

**\*All infractions start over at the quarter and / or at semester. At Winfield Primary School, our goal is to teach and prepare for a better tomorrow. All actions and consequences are part of a learning process. (Primary building only!)**

**LEVEL IV OFFENSES** - Chronic Misbehavior, Weapons, and Arson

1. **Continual Acts of Non-conformity** - A student who receives five or more major discipline referrals in a school year resulting in ISS (In-School Suspension), or OSS (Out-of-School Suspension) may be considered a chronic behavior concern. For primary-aged children (k-2), this will result in a collaborative behavior support plan involving school staff, the counselor, and the student’s family. *Repeated violations* may lead to increased consequences such as loss of privileges or short-term suspension, **always with an emphasis on reteaching, reflection, and family partnership.**
2. **Weapons** - Possession of any item that can be used to cause distinct harm to people such as pistols, rifles, shotguns, bows, crossbows, spring loaded knives, knives and other harmful items as defined in Chapter 571, Section 571.010 of the Missouri Revised Statutes and as determined by the Principal are illegal to have on/in school grounds/facilities. These items will be confiscated immediately and turned over to law enforcement if appropriate. Even at the K-2 level, safety is paramount, and all cases will be taken seriously.
  - a. 1<sup>st</sup> Offense (K-2) – Parent contact, immediate removal from the classroom, 1-5 days OSS (depending on intent), behavior re-entry plan, possible SRO involvement, and possible referral to district administration.  
For **intentional possession** of a dangerous weapon, a **minimum of 10 days OSS, arrest, and recommendation for expulsion** may be pursued based on circumstances and student age.

3. **Arson**—Setting or attempting to set a fire, or causing an explosion on school property, buses, or at school-sponsored events is an extremely serious offense.
  - a. 1<sup>st</sup> offense (K-2) - Immediate removal from school property, parent contact, SRO involvement, possible 10-day OSS, referral to the superintendent, and possible expulsion depending on the intent and circumstances.

#### **LEVEL V OFFENSES** - Drugs and Alcohol

1. **Possession or Under the Influence of a Controlled Substance or Alcohol** -Possessing or appearing to be under the influence of illegal drugs, prescription drugs not prescribed to the student, or alcohol is a serious offense. While extremely rare in early grades, any suspected incident will be handled with both disciplinary actions and supportive intervention appropriate to the child’s age.
  - a. 1<sup>st</sup> Offense (K-2) –Conference with counselor and principal, parent conferences, loss of privileges, behavior plan developed.
  - b. 2<sup>nd</sup> Offense- Referral to school counselor, conference with principal and parents, Crider Center or external counseling referral, SRO involvement, up to 5-day OSS, social probation up to 30 days.
  - c. 3<sup>rd</sup> Offense-Parent Contact, arrest, minimum 10-day OSS, 60-90 days social probation, additional behavioral supports
  - d. 4<sup>th</sup> Offense – Parent Contact, arrest, minimum 10-day OSS, and recommendation for expulsion
2. **Possession of Drug Paraphernalia** - Items such as pipes, vape devices, or other materials typically used with drugs are prohibited.
  - a. 1<sup>st</sup> Offense (K-2) –Conference with counselor, conference with principal, parent conference, loss of privileges
  - b. 2<sup>nd</sup> Offense-Parent meeting, referral to counseling services, SRO notification, up to 5-day OSS
  - c. 3<sup>rd</sup> Offense-Parent contact, arrest, minimum 10-day OSS, up to 90 days social probation.
  - d. 4<sup>th</sup> Offense – Parent Contact, arrest, minimum 10 days OSS, referral to the superintendent for further disciplinary action..
3. **Distributing, Selling, or Attempting to Distribute Drugs or Alcohol** - Giving, selling, or attempting to give or sell drugs, alcohol, or medication not prescribed to the student is a serious offense.
  - a. 1<sup>st</sup> Offense (K-2) - Immediate removal from classroom, SRO involvement, arrest, 10-day OSS minimum, up to 180-day OSS, and referral to superintendent. Even in early elementary school, distribution or attempted distribution will be considered with full attention to safety, age, understanding, and intent.

*Note: Students and families must be familiar with the **district’s medication policy**. Medications (including over-the-counter and prescription drugs) should never be carried by a student unless explicitly allowed per district guidelines.*

#### **Long Term Suspension and Expulsion of Students**

As per Board Policy 2662 and 2663, a student may receive long term suspension or be expelled by the Board of Education for consistently or egregiously refusing to conform to school policies, rules and/or regulations. This includes serious infractions such as weapons possession, arson, or drug distribution. In all cases, **developmental level, student understanding, and the opportunity for restorative action will be considered**, especially for primary students (grades K-2).

#### **Duration of Suspension or Expulsion; Notice of Hearing; Reports of Hearing**

1. No suspension shall extend beyond the 180 school day limit. A suspension may be for a short term not exceeding ten (10) school days, or for an extended term exceeding ten (10) school days.
2. Except as authorized in subsection “3,” no suspension for a short term shall be imposed upon a student without giving the student notice of the charges and affording the student a hearing thereon. The notice may be oral or written and the hearing may be held immediately thereafter between the student and the Principal. The hearing may be conducted informally but shall include the following procedural due process requirements:
  - A. The right of the student to be present at the hearing
  - B. The right of the student to be informed of the charges
  - C. The right of the student to be informed of the basis for the accusations
  - D. The right of the student to make statements in defense or mitigation of the charges or accusations
3. A short-term suspension may be imposed upon a student forthwith, and without affording the student or the parents/guardians thereof a hearing for acts that endanger other persons or property, or substantially disrupts, impedes or interferes with the operation of the school. When this occurs, a written notice of any short-term suspension and reason therefore shall be given to

the student involved and/or to the parents or guardians thereof within 24 hours after the suspension has been imposed. In the event the student has not been afforded a hearing prior to any short-term suspension, being imposed, an informal hearing shall be provided as soon thereafter as practicable.

4. No suspension for an extended term and no expulsion shall be imposed upon a student until an opportunity for a formal hearing on the suspension or expulsion shall be afforded to the student. A written notice of any proposal to suspend for an extended term or to expel and the charges upon which the same is based shall be given to the student and it shall state the time, date, and place that the student will be afforded an opportunity for a formal hearing.

\*The Code of Conduct for each building is a working document that may be updated and / or changed at any time throughout a school year pending board approval.

#### **STUDENT CONDUCT ON SCHOOL BUSES K-12**

The safety of students during their transportation to and from school is a responsibility which the students and their parents/guardians share with the bus drivers and school officials. The Board wants each student to know what conduct is expected when waiting for and riding on a school bus. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year and to new students upon enrollment. Students who fail to observe these rules will be subject to disciplinary action since their failure to do so may affect the safety of others. A student who misbehaves will be reported by the driver to the Transportation Supervisor or other designee on the same school day the incident occurs or the next morning if it occurs in the afternoon. The Supervisor or designee will report the incident to the appropriate administrator in a timely manner. Failure to follow bus rules and regulations may result in suspension of the privilege of riding the bus. Excessively dangerous behavior will result in immediate action.

#### **BUS RESPONSIBILITIES:**

- a. The bus driver is responsible for referring discipline problems to the principal through use of the Bus Discipline Notice.
- b. A student may be suspended from transportation and/or school as a result of misconduct on the bus. The action can be taken only by an Administrator. The student will be permitted to ride the bus until his/her parents have been notified.
- c. Students are expected to adhere to rules of conduct which govern student behavior.
- d. During the suspension of bus privileges, it shall be the parent's or guardian's responsibility to provide the student's transportation to and from school. Suspension of bus privileges does not provide for an excused absence. Failure to provide transportation will constitute a referral to the Juvenile Office for truancy and/or educational neglect.

#### **DISCIPLINARY PROCEDURES**

The teacher, working with the parent, has the first line of responsibility for dealing with discipline in her/his classroom. Each classroom teacher has a system for handling both positive and negative behaviors by students. An emphasis on teaching behavior expectations, preventing discipline issues, and using positive reinforcement for appropriate behavior is strongly encouraged.

If the teacher and parent are unable to remedy the problem together, the principal may need to become involved as well. Referral to the principal usually occurs **AFTER** the teacher has made attempts to remedy the behavior. However, some referrals will be made to the principal immediately on the first occurrence, particularly when the safety of others is at risk.

The goal of the Winfield Primary School is to provide a safe environment that promotes learning. Behavior that impedes or distracts from the educational process and safety of students detracts from the goal.

The students of the Winfield Primary School and are expected to abide by the following guidelines for behavior at school, on school property, to or returning to school during school-sponsored activities, and at any location students represent the Lincoln County R-IV School District.

#### **POSSIBLE ACTIONS TO BE TAKEN**

**(These are just some of the possible actions to be taken. Please refer to the Student Code of Conduct for a more detailed description)**

**Type I Behaviors** include: Disorderly Conduct, Disrespect to Students, Classroom Disturbance, Loitering, Littering, Throwing, Public Display of Affection

**Consequences:** For K-2 students, most Type I behaviors are addressed within the classroom by the teacher. Strategies include redirection, reteaching of expectations, student conferences, and parent contact. Depending on the frequency or severity of the behavior, support may be provided by the building principal.

**Type II Behaviors** include: Attack on Others, Cheating, Bullying, Bus Safety Violations, Bus Behavior Referrals, Harassment, Inciting Disobedience, Inciting Violence, Insubordination, Leaving School without Permission, Theft, Tobacco, Truancy, Electronic Devices, Disrespect to Staff

**Consequences:** Consequences vary depending on the student's age, understanding, and the severity of the behavior. For K-2 students, consequences may include increased parental involvement, behavior plans, loss of privileges (such as recess or special activities), in-school reflection time, or, in more serious cases, short-term out-of-school suspension. Decisions are made at the principal's discretion and aim to help students learn from their mistakes.

**Type III Behaviors** include: Assault, Drugs or Alcohol, Fireworks/Explosives, Threat, Weapons, Vandalism, Sexual Harassment, Fighting, Immoral Conduct, Arson, Drawings of Violence, Weapons or Guns (real or toy)

**Consequences:** These are the most serious infractions and may violate the Safe Schools Act. For K-2 student, developmental appropriateness is considered. Consequences may include removal from the classroom, parental involvement, referral to the school counselor, notification of the School Resource Officer (SRO), and, when necessary, short-term suspension. The Superintendent and/or Board of Education may become involved depending on the severity of the incident. Expulsion is rare and used only in the most serious cases.

**CONFERENCE...**A meeting is held between the student and one or more school officials to develop a plan for appropriate behavior moving forward.

**PARENTAL INVOLVEMENT...**Parents or guardians are notified. Together with school staff, a plan is created to support the student's behavior and learning.

**WITHDRAWAL OF PRIVILEGES...**Students may temporarily lose privileges (such as recess, classroom jobs, special activities, etc.) when behavior impacts the safety or rights of others.

**OUT-OF-SCHOOL SUSPENSION (OSS)...** Students are prohibited from being on school property during suspension. For K-2 students, this consequence is used sparingly and only when necessary. Work may be sent home for completion, and efforts will be made to ensure that students stays on track academically.

**EXPULSION...**A student is removed from school by the Board of Education. This is only considered in extremely serious situations and in accordance with state law.

**MISCELLANEOUS:**

1. False reporting of incidents, making false accusations, or giving false testimony to school personnel may result in consequences based on the level of the offense reported.
2. Bus reports are to be recorded as referrals.
3. No code of conduct can be expected to cover all infractions that impede or distract from the educational process. It will be the responsibility of the building principal to determine the level of these offenses and take actions according to the code of conduct, always considering the age and developmental stage of the student.

**STUDENTS Policy 2130  
(Regulation 2130)  
Nondiscrimination and Student Rights (Form 2130)  
Harassment**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy. It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District. For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District. The school system will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or

other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

### **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, highly mobile children, such as migrant and homeless children, 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 Lincoln County R-IV 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 impaired and deafness, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and young children with a developmental delay.

The Lincoln County R-IV 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 Lincoln County R-IV School District assures that personally identifiable information collected, used, or maintained by the agency for the purpose 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 parents/guardians believe 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 Education Rights and Privacy Act (FERPA).

The Lincoln County R-IV 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 Lincoln County R-IV School District, 701 Elm Street, Winfield, MO 63389, between 8:00 a.m. and 4:00 p.m. weekdays.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending public school, please contact the Lincoln County R-IV School District, 701 Elm Street, Winfield, MO 63389, (636) 668-8188.

This notice will be provided in native languages as appropriate.

I. Awareness and Census  
Director of Special Services  
Lincoln County R-IV  
(Winfield Schools)

### **Notification of Rights under FERPA for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the Winfield Intermediate School Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Lincoln County R-IV School District official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Lincoln County R-IV School District to amend a record should write the Winfield Intermediate School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the Lincoln County R-IV School District decides not to amend the record as requested by the parent or eligible student, the Lincoln County R-IV School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right of consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Lincoln County R-IV School District as an administrator, supervisor, instructor, or support staff member ( including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the Lincoln County R-IV School District has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Lincoln County R-IV School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Lincoln County R-IV School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-5920

### **DIRECTORY INFORMATION**

In compliance with Federal Law, **Privacy Rights of Parents and Students**, Section 99.3, public notice is hereby presented to parents of students attending the Winfield R-IV Public Schools that “Directory Information” may be released to the various communication media of the district as deemed necessary by school officials.

“Directory Information” includes the following information relating to a student:

The student name, address, telephone number, date and place of birth, parent’s name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, record of attendance, degrees and awards received, and most recent previous education agency or institution attended by the student, and other similar information.

A student’s educational record, or an official transcript thereof, may be forwarded to an educational institution the student makes an application to attend.

If you do not want information of this type released, notify **in writing** the principal of the school where your child attends within two weeks of the date of the commencement of any given semester in which the student is enrolled.

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

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

### **NOTICE OF NONDISCRIMINATION**

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral for applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Winfield R-IV School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment of employment in, its programs and activities.

Any person having inquiries concerning the Winfield School District compliance with the regulations implementing Title VI, Title IX, or Section 504 as amended or any other applicable statute or regulation is directed to contact:

Director of Special Services  
701 Elm Street  
Winfield, MO 63389  
(636) 668-8188

The compliance officer has been designated by the school district to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 as amended.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.

**NOTIFICATION TO PARENTS  
OF ASBESTOS PRESENT IN BUILDINGS  
IN COMPLIANCE WITH 40CFR 763.93 PART G4**

Because of the health risks involved from the inhalation of asbestos fibers, the Environmental Protection Agency requires that each school inform parents of the presence of asbestos in their buildings. It is the Winfield R-IV Public Schools' intent to manage all remaining asbestos in a condition that is as safe as possible and in compliance with AHERA regulations. A copy of the school's asbestos management plan is available for public inspection in the principal's office. It will inform you of not only the location, type and condition of all asbestos present in the buildings, but also the steps the school must take to make sure it poses no risks to the health of our students and staff. If you have any questions concerning asbestos in your school, please feel free to contact Mr. Rod Hamlett, Office of the Superintendent, 701 Elm Street or call 668-8188.