Daly Elementary School

"Whatever it is, Together we can!"

2026-2027
Student /Parent Handbook

704 Lucky St.
Fayette, MO 65248
Phone: 660-248-3200 Fax: 660-248-2610
www.fayette.k12.mo.us

Mission

The mission of Daly Elementary is to provide a foundation which equips all students with the essential skills for learning.

District Calendar

FAYETTE R-III | 2026-2027 Calendar

17-18 New Teacher Orientation
19-21 Staff PD/Work Days
24-28 Work In Rooms

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 First Day of School
7 Labor Day
14 School in session
18 1st Qtr. Midterm
21 Staff PD Day

19 days (8,284 min)

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	**18**	19
20	21	22	23	24	25	26
27	28	29	30			

5 Staff PD Day
12 School in session
16 End 1st Quarter
19 School in session
22 Early Out 12:30
P/T Conference 1:30-7:00
23 No School

19 days (8,104 min)

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**16**	17
18	19	20	21	~~22~~	23	24
25	26	27	28	29	30	31

9 Staff PD Day
11 Veterans Day Assembly
20 2nd Qtr. Midterm
23 School in session
25-29 Thanksgiving Break
30 School in session
15 days (6,540 min)

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	**11**	12	13	14
15	16	17	18	19	**20**	21
22	23	24	25	26	27	28
29	30					

07 Staff PD Day
14 School in session
18 End 2nd Quarter
19 Begin Winter Break

13 days (5,668 min)

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	**18**	19
20	21	22	23	24	**25**	26
27	28	29	30	31		

Weather Makeup Day 1-4.5 are built into the calendar.
Additional Possible Makeup Days:
1-4, 2-1. 3-1, 3-15
AMI Days (Virtual instruction) may also be used during inclement weather.
Graduation: May 23
Senior Last Day: May 19
Early Out Time is 12:30
Board Approved 8-19-26

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	**4**	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Teacher Work Day
5 School Resumes
18 M.L.K. Jr. Day
25 School in session

17 days (7,412 min)

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	**3**	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

3 3rd Qtr. Midterm
8 Staff PD Day
15 Presidents' Day
22 School in session
25 P/T Conference 4:00-7:00
26 No School

16 days (6,976 min)

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	**5**	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 End 3rd Quarter
8 Staff PD
22 School in session
26-29 Spring Break

18 days (7,848min)

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	**9**	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9 4th Qtr. Midterm
12 Staff PD Day
19 School in session

19 days (8,284 min)

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	~~21~~	22
23	24	25	26	27	28	29
30	31					

3 Staff PD Day
17 School in session
21 Last Day of School-
Early Release- 12:30
End 4th Quarter
31 Memorial Day

12.5 days (5,488 min)

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Summer School
May 25-June 18

Dear Daly Elementary Students and Families,

Welcome to Daly Elementary School (DES)- Home of the Fayette Falcons! I am incredibly excited and honored to serve as the new principal of Daly Elementary. I already feel so fortunate to be part of a school community filled with caring families, hardworking students, and dedicated staff members who truly want the best for children.

I believe elementary school should be a place where students feel safe, supported, encouraged, and excited to learn each day. At Daly, we want every child to know they are valued and capable of great things. Our staff is committed to helping students grow academically, socially, and emotionally while creating a positive environment where kindness, respect, and perseverance are part of everyday learning.

Education works best when schools and families work together as partners. The support, encouragement, and involvement of parents and guardians play such an important role in a child's success. Whether it is helping with homework, staying connected with teachers, attending events, or simply asking your child about their day, those small moments make a big impact. Communication is a huge part of this partnership, and we will continue to keep families informed through phone calls, Friday folders, Class Dojo, the school newsletter, and the district website. Please never hesitate to reach out with questions, concerns, or ideas. I value open communication and believe strong relationships are the foundation of a successful school community.

The DES handbook is designed to provide important information about Daly Elementary, including academics, attendance, discipline, procedures, and other helpful resources. I encourage you to take time to review it and keep it handy throughout the school year.

I am looking forward to getting to know each student and family as we begin this new school year together. I know that by working as a team, we can create a positive, successful, and memorable experience for all of our students. Thank you for welcoming me into the Daly Elementary family. I cannot wait to see all the amazing things our students will accomplish this year!

Warmly,

Mrs. Christina Argent

Mrs. Christina Argent, Principal
Daly Elementary School

Daly Elementary Staff

Principal
Christina Argent

Secretary
Jordan Potter

Counselor
Theresa Fuemmeler

Nurse
Angie Race

Special Services
Abby Arnette-Director
Micah Brimer
Nancy Denton
Stephanie Friebe

Speech/Language
Beth Sloan

Occupational Therapy
Jan Stearns

Physical Therapy
Micky Burton
Madison Parks

Title I – Reading
Stacie Beaman
Brandy Wells

Paraprofessionals
Natasha Baker
Mallory Gose
Melisa Felten
Becky Frees
David Maxfield
Jennifer Marciniak
Kevin Oeth
Patricia Orr
Beth Shaffer

Focus Room
Erica DeWolfe

Parents as Teachers
Kristin Himmelmann

Early Childhood
Katie Gaines
Destiney Rice

Kindergarten
Amy Busker
Susan Craig
Millie Scruggs

First Grade
Allison Canote
Melissa Duren
Libby McCully

Second Grade
Natalie Benton
Jodie Chrislaw
Kylie Hedges

Third Grade
Mary Dezner
Kristin Roberts
Adrian Stumbaugh

Fourth Grade
Teresa Bishop
Hattie Hardimon
Traci Hosmer

Fifth Grade
Jessica Howell
Olivia Hukel
Julian Huggins

5th Grade Band
Elizabeth Betts
Clayton DeWitt

Art
Chara Kee

Music
Vanessa Miner

Librarian
Elisha Stroupe

PE
Stacy Menees

Food Service
Paula Volkmann- Director
Tamila Beeler
Vickie Gassman
Sharon Himmelberg
Mary Jo Lyon
Marilyn Vroman
Colleen Wies

Custodial Support
Blakemore Cleaning
Dee Dee Davis - Head Custodian

FAYETTE R-III SCHOOL BOARD OF EDUCATION

Mr. Wes Friebe	President
Ms. Shauna Young	Vice President
Mr. Aaron Bentley	Member
Mr. Aaron Cunningham	Member
Mr. Max Hilderbrand	Member
Mr. Tim Jackman	Member
Ms. Lisa Shrum	Member
Ms. Jessica Dodson	Board Secretary
Ms. Lisa Gebhardt	Board Treasurer

FAYETTE R-III DISTRICT ADMINISTRATION

Mr. Brent Doolin	Superintendent
Mr. Gary Beeler	Transportation/Maintenance Director
Mrs. Abby Arnette	Director of Student Services
Mrs. Cheri Huster	Director of Curriculum
Mr. Garth Menees	Athletic Director
Mrs. Paula Volkmann	Food Services Director
Mr. Rex Beltz	Fayette High School Principal
Mr. Brock Hill	Clark Middle School Principal
Mrs. Christina Argent	Daly Elementary Principal

Fayette R-III School District Vision

Our vision is to ensure that all students are given the necessary means to be prepared for and successful in their next academic challenge.

Fayette R-III School District Mission

Our mission is to educate all students to be ethical, successful citizens.

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Daly Elementary Vision

The goal of Daly Elementary School is excellence in academics and character for all students. We strive for every child to reach grade-level or above on district and state academic requirements. Students transitioning from Daly Elementary School will be prepared for a rigorous middle school curriculum.
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Purpose

This handbook serves to make the students, staff, families, and community aware of the policies and procedures for Daly Elementary. By signing the student handbook contract, both parents/guardians and students acknowledge they have been provided with the handbook information. This handbook is located on the Daly website and may be accessed at any time.

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*This school handbook is subject to change during the school year as policies and statues are updated.

School Hours

School Hours: 7:50 a.m. – 3:30 p.m.
Office Hours: 7:30 a.m. – 4:00 p.m.

Late Start Hours: 10 a.m. - 3:30p.m.
Late Start Office Hours: 9:30a.m. - 4:00p.m.

For announcements about late start/school cancellations, please refer to the following outlets of information: KOMU, KMIZ, and/or Falcon Alerts.

Falcon Alerts

The Fayette District encourages parents to sign up for Falcon Alerts for important information about our district. The alert is sent as a text message directly to your mobile phone. To register your phone, please go to www.fayette.k12.mo.us and scroll down to the right hand side of the page to find the "sign up for text alerts" icon Click and enroll for emergency information, school closings, late starts and school event reminders. Falcon Alerts is a free service sponsored by Commercial Trust Co.

Hours of Supervision

Students coming to school before 7:30 a.m. are not supervised by school personnel. As students arrive after 7:30 a.m., they must come into the building and go directly to their assigned area. If they are eating breakfast, students walk straight to the cafeteria. *Please note on late start days, breakfast is not served.* After school is dismissed, students must leave the school grounds and go directly home, or to their designated locations.

Late Start Procedure

On inclement weather days, the Fayette R-III School District will enact a late start to ensure students can arrive safely to school. On late start days, the buses will run 2 hours behind normal pick-up times. Students who arrive by car or walk may not enter the building until 9:30 a.m. The doors for buses will open at 9:30 a.m. and classroom learning will begin at 10:00 a.m. The school day will end at 3:30 p.m. Students are not supervised after 3:30 p.m. Breakfast will not be served on late start days, and there will be no morning preschool.

ACADEMICS

Student Grading and Marking Policy

Evaluation of student progress is vital to learning. It is the teacher's responsibility to make periodic evaluations of student progress and report to you, the parent(s). A grade card is received at the end of each quarter or every nine weeks. Kindergarten through fifth grade utilizes an objective-based grade card based on standards. Mid-quarter ending dates as well as the ending dates for each quarter are published on the school district calendar.

Standards Based Grading

Standards based grading measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. The standards at Daly Elementary School are aligned to the Missouri Learning Standards. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program. The primary goal of standards based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential learning standards.

A standards based approach

- Indicates what students know and are able to do
- Scores indicate a student's progress toward the attainment of a standard
- Clearly communicates expectations ahead of time
- Is based on complex tasks, as opposed to rote memory
- Occurs when appropriate, not just on scheduled days
- Emphasizes the most recent evidence of learning
- Multiple methods of grade calculation are used to determine grades

Standards Based Grading Scale

1: Needs Guidance 2: Progressing 3: Standard is Mastered

Student Retention

Failure to make adequate progress toward achievement of grade level standards will result in a recommendation for retention. When a teacher identifies a child as a possible candidate for retention, they will notify the principal and conduct a conference with the parent/guardian. Students at risk for retention will be provided with increased academic support including frequent research-based interventions shown to stimulate academic achievement. In addition to educational progress, the teacher and principal will also consider non-academic factors related to retention (i.e., age, behavior, emotional needs, attendance, parent input). In accordance with Board policy, the District's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law. If a student is recommended for retention, parents will be notified no later than mid-term of the third quarter.

Assessments

The Fayette R-III School District's policy on student participation in statewide assessments is made available in the district's office for public viewing. Daly 3rd-5th grade students participate in MAP assessments during the spring semester of the school year. For further information on state assessments, please refer to Board Policy IL-1. Along with the annual state

assessment for grades 3-5, a **K-5 universal screener** is used for instructional decisions. This universal screener is an initial, brief assessment which focuses on critical reading skills and is predictive of future reading growth and development. Daly Elementary uses NWEA as the universal screener, and all kindergarten students are screened the first few weeks of school with the KEA - Kindergarten Entry Assessment tool. Please refer to the Fayette R-III Literacy Plan on the Fayette School District website.

LITERACY INSTRUCTION TIERS:

Daly Elementary uses a tiered system of support to meet the individual needs of all students, otherwise known as Response to Intervention (RTI). Within all tiers, literacy instruction is founded upon the science of reading.

Tier I consists of explicit and systematic whole class instruction.

Tier II Students in grades K-5 daily have reading instruction on their level in guided reading groups. Grades K-3 have an additional trained teacher or paraprofessional to provide guided reading instruction to promote smaller groups and more intensive intervention. Student progress is monitored and additional assessment and teaching strategies/resources are used for further student instruction.

Tier III Students who require more intensive interventions based on NWEA data and other screeners will have a Falcon Team in a small group with targeted instruction with a Title I reading teacher. Other Tier III interventions could include a guided reading group with a Title I reading teacher in a small group. In addition a Reading Success Plan will be completed with the student's caregiver and put into action with a focus on grades K-3.

CARE Team

The CARE Team is a multi-disciplinary group of teachers who meet on a regular basis to discuss the needs of struggling students. These teachers work collaboratively to create and plan specific Interventions which target the individual needs of every participating student. Student progress is reviewed and interventions are reevaluated at each CARE Team meeting.

Alternative Method of Instruction Plan

What is an Alternative Method of Instruction Plan (AMI)?

The Fayette School District has worked through a collaborative process to implement an Alternative Method of Instruction (AMI) plan to be utilized on days school is closed due to inclement weather, illness, exceptional emergency circumstances, or other natural disasters. It will be at the district's discretion on whether the school is considered "closed" or if an "AMI" day needs to be implemented.

What is the goal of AMI?

The goal of the AMI plan is to embed curriculum with learning activities focused on reinforcement of critical learning standards, enrichment activities, or support for further skill development. Consistent practice and exposure to skills without interruption is the most effective way to ensure student understanding and mastery of content knowledge is achieved. AMI simply allows for the continuation of learning when students miss days of regular instruction. Important items to remember about AMI days:

- Students will NOT attend school on an AMI day. All students will have assigned work to be completed at home these days.
- AMI days count as instructional days and do not have to be made up at the end of the school year if students and staff complete assigned work.
- Students who do not complete the work will be marked absent for the related AMI day.
- K-5 will utilize packets.

We will notify all guardians, as we have in the past, via text alert and through local television stations in the event of school closures and use of AMI days. In the event of school closing, teachers will be accessible for questions, clarification, and feedback through email.

Missouri Course Access and Virtual School Program (MOCAP)
In accordance with Senate Bill 603 and Fayette R-III School District Board Policy IGCD and IGCDA, students who have been enrolled full time in a public or charter school for at least one semester immediately prior, may enroll part-time or full-time in the Missouri Course Access and Virtual School Program (MOCAP). Enrollment will be approved by Fayette R-III once a building-level team determines that this is in the best educational interest of the student. A student with a documented medical or psychological condition that prevented the student from attending school during the previous semester shall be exempt from the requirement that a student is enrolled full-time in and attend a public school for at least one semester in order to enroll in MOCAP courses.

Attendance

Missouri law states that every parent(s), guardian, or other person having custody or control of a child between the ages of 7 and 16 years shall cause the child to attend school regularly. This may include public, private, parochial, parish, or home school. The child may not attend less than the entire school term of the school which the child attends.

Regular attendance is very important to all students who wish to do their best work in school. Those students who do not attend regularly find it difficult to keep up with regular class assignments. Although students with excused absences are allowed to do make-up work, it is very difficult, if not impossible, for students to make up material brought out in class discussions. This fact alone is enough to indicate the importance of regular attendance.

When students are absent from school, it is the responsibility of the parent/guardian to notify the school when the student is absent.

Attendance Standards

The following absences will be excused. Documentation must be provided as indicated.

1. Illness or injury of the student, with written excuse from medical provider.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written excuse from parent. The principal may require a program or other evidence of attendance as additional verification.
5. Religious observances, with written excuse from parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
7. Out-of-School suspension.
8. Absence of a student in foster care due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or

related court-ordered activity.

9. Absence due to mental or behavioral health concerns, with written documentation from a licensed mental health professional stating that the student is not able to attend school due to such concerns.

10. Visits with a parent or legal guardian who is an active-duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.

11. Complying with a subpoena to testify in a criminal proceeding, attending a criminal proceeding, or participating in the preparation of a criminal proceeding.

All other absences and any absence for which required documentation is not provided are unexcused.

Consequences for Violations

Grades K–5

Attendance in early grades is crucial to later academic development. In addition, attendance habits are formed in early grades, and many later attendance problems can be averted with intensive family and student interventions in early grades. For this reason, principals, with the assistance of building staff, will closely monitor student attendance and implement intervention strategies and other actions as follows:

Any time a student is absent, an email will be sent notifying the parent(s) of the student's absence. Any time a student is absent, and the parents have not contacted the school, the principal or designee will notify the parent.

1. Any time a student is absent two (2) consecutive days and the parents have not contacted the school, the principal or designee will contact the parent by email, phone, or in person.

2. When a student has accumulated four (4) unexcused absences in any semester, the principal or designee may set up a conference with the parent at a time convenient for the parent to discuss the student's attendance and current level of academic performance. The purpose of the conference is to clarify the school's expectations regarding attendance and elicit suggestions from the parent on how to improve the student's attendance, including identifying reasons why the student is not attending school regularly.

3. When a student has accumulated eight (8) absences in a semester, the principal will schedule a conference with the parents at a time convenient for the parents. The purpose of this conference is to determine why the student is not attending school regularly; to examine the student's academic performance; to communicate district attendance expectations; to provide information about compulsory attendance laws and educational neglect; to elicit suggestions from family members about increasing the student's engagement with school; and to create an attendance plan that includes specific intervention strategies designed to improve the student's attendance.

4. When a student has accumulated ten (10) absences, the district will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the district will contact the Howard County Juvenile

Office or the local prosecutor.

5. More than twelve (12) absences will be a factor in determining whether the student may be retained or required to attend summer school as a condition of promotion.

Students are expected to make up assignments from missed classes within the time period established by their teachers. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

Any conference may be waived by the principal if the absences were caused by a specific event or long-term illness. In cases where the District is aware that a student must be absent for an extended period of time, the District will arrange for the student to receive instruction by other appropriate means.

Daly School Sponsored Activities
Daly sponsored activities such as field trips are not absences for those who attend the activity. Those that do not attend the school sponsored activity are absent from school.

The building Principal may change the attendance record at his/her discretion for the student due to the situation.

Tardies
A child who is not in the classroom by 7:50 a.m. is considered tardy and must report to the school office before being admitted to class. **A parent/guardian MUST sign in the student if he/she arrives after the start of our school day in order to verify their tardiness.** Since school is a child's place of business, we strongly encourage the habit of punctuality and regular attendance. Habitual tardiness/unexcused absences will be considered cause for disciplinary action by the school and may include a report to juvenile authorities.

Student Expectations

Daly Elementary is a PBIS school.
PBIS = Positive Behavior Interventions and Supports
Positive Behavior Interventions and Supports (PBIS) is a framework for creating safe and orderly learning environments, while improving the social-emotional outcomes for students. It is a proactive approach relying on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems. http://pbismissouri.org/what-is-swpbs/

Minor vs. Major
Behaviors that are classified as minor referrals are ones that classroom teachers will typically handle themselves. These behaviors can result in loss of privileges, focus room visit, and/or conference with parent(s). Major behaviors are those which are of a serious nature that requires office referral and support/discipline.

Please refer to the Student Discipline section for more information regarding expectations and the Discipline Matrix.

Bus Students (See board policy JFCC)

The Fayette School District operates school buses to bring students to school. Bus transportation is for rural students and includes designated bus stops. The town of Armstrong will have designated pick-up times/locations. The bus schedules are drawn up to

meet the needs of the majority of the students involved. If you are not certain of the bus schedule in your area, check with Transportation Director, Gary Beeler at the bus barn (660-248-3205).

The buses load in front of each school. Students are to remain on the sidewalk until the bus they ride has completely stopped moving. Loading should be in an orderly fashion. Do not walk between buses at any time.

Disciplinary action for infractions occurring on the bus will follow the back of the bus ticket referral form, which follows:

Step 1. Bus driver offers verbal directives for inappropriate behaviors.
Step 2. Bus driver takes corrective action by assigning seats.
Step 3. Bus driver generates a Bus Conduct Report producing corrective action by a building administrator.

a. **1st conduct report – Principal gives verbal directives with parent contact and bus letter.**
b. **2nd conduct report – Principal gives verbal directives with one-day suspension from bus riding privilege.**
c. **3rd conduct report – one to three-day suspension from bus riding privilege.**
d. **4th conduct report – five-day suspension from bus riding privilege.**
e. **5th conduct report – ten-day suspension from bus riding privilege.**
f. **Future conduct reports – ten-day suspension from bus riding privilege.**
g. **Severe behaviors (fighting, bullying, aggressive behavior towards other passengers or the bus driver) results in a minimum 10-day suspension and potential revocation of bus riding privileges.**

Parents/Guardians will be required to determine one pickup and one drop-off point for their respective children. Calls to building secretaries or notes changing pickup/drop-off points will not be accepted.

Students are not permitted to ride home with other students on a bus for birthday parties, sleepovers, etc. These arrangements should be made between families so that proper pick-up after school can take place.

Cafeteria Service

Breakfast $2.25 reduced .30 lunch $2.95 reduced .40 Extra milk .85

Daly Elementary provides breakfast and lunch at school. Breakfast is served from 7:30 a.m. to 7:50 a.m. Meals can be paid for by the day, week, month, or entire school year. Checks should be made payable to Daly Elementary School. Meals and milk purchases must be paid in advance. No food or drink should be eaten outside the cafeteria except under the supervision and with the permission of a teacher. Students may bring their lunch to school but they must eat it in the cafeteria. Students should be careful with their food and milk and help to keep the cafeteria clean and pleasant. Cafeteria behavior should exemplify good manners. Behaviors such as running, shouting, messiness, throwing food, etc., are not acceptable and will result in disciplinary action. Students must demonstrate respect for all staff members/lunchroom supervisors/cafeteria workers. Students are responsible for the cleanliness of their table area.

It is preferred that student's lunch accounts always have a positive balance in their accounts. If the account falls below $5, then a notification through TeacherEase will be emailed/notified informing parents of the low balance. Biweekly the school will send home letters with students that have a negative balance.
Due to DESE regulations, any student that has a milk allergy or milk sensitivity is required to have a note from a physician or parent/guardian to substitute out a soy milk carton for the regular milk. If you have any questions, contact the food services director at pvolkmann@fayetteschool.org.

Character at Daly Elementary

Character education goes along with building a Professional Learning Community and Positive Behavior Supports through a focus on developing good character traits or virtues in our students. Monthly character traits are taught in classrooms throughout the building. The goal is to assure that all students, on transitioning from DES, will have developed a keen sense of personal and civic responsibility. Character traits are taught by both word and action. The aim of Daly Elementary School is to use these as tools to build a better world for children.

August/September: Respect
October: Responsibility
November: Compassion
December: Cooperation
January: Integrity
February: Honesty
March: Trustworthiness
April: Self-Discipline
May: Pride

DALY Elementary Expectations Matrix

Expectation	All Settings	Classroom	Restroom	Playground	Hallway	Cafeteria	Morning Gym/Hallway	Bus	Dismissal	Emergency
Be Safe	Keep hands, feet, and other objects to yourself. Walk.	Push the chair in. Keep your feet under the desk. Keep things in the proper place.	Wash hands with soap and water. Keep soap and water in the sink. No more than 3 students at a time.	Use equipment properly. All woodchips, rocks, and other objects stay on the ground. Walk on the sidewalk.	Keep eyes, nose, and toes forward. Walk on Falcon tiles. Keep up with your class.	Walk only. Stay seated until dismissed. Clean up your spills.	Walk only. Go straight to the gym or grade level hallway.	Level 1 voice. Face forward in your seat. Wait for the bus driver to tell you when it's okay to cross the road.	Listen for transportation changes. Walk straight to your dismissal location.	Level 0 voice. Follow adult directions. Find your designated safety spot.
Be Respectful	Take care of school property. Be fair, kind, and respectful to others. Follow adult directions the first time given.	Walk into the classroom at level 0. Wait your turn to talk. Listen to the speaker. Raise your hand before talking. Accept help.	Respect school property. Wait your turn. Level 0 voice. Put all trash in the trash can. Flush. Keep the lights on.	Come in and out of the building peacefully. Take turns. Wait patiently.	Level 0 voice. Tuck your hands at your side. Quiet walking feet.	Level 1 voice while eating and talk only to kids beside you. Eat only your food. Use your manners. Clean up after yourself. Voices off in line.	Level 1 voice. Be considerate of people's things.	Follow the bus driver's directions the first time they are given. Be respectful of other peoples' property.	Follow adult's directions. Level 1 voice.	Be aware of your surroundings. Remain calm and trust adults in charge.
Be Responsible	Listen to adults. Leave unnecessary items at home.	Clean work area. Have materials ready for the day. Participate in class. Ask for help.	Rejoin your class quickly. Make sure the sink water is turned off. Use 3 or less paper towels.	Wear appropriate clothing. Solve problems peacefully. Line up when the whistle blows. Follow adult directions 1st time given.	Be considerate of classes who are learning. Walk with a purpose.	Walk and stand quietly in line. Stay in appropriate line order. Raise your hand when you need something. Place trash in trash cans.	Take care of your belongings. Listen for teacher directions.	Keep food and drinks in your backpack. Ride ONLY the bus for which you have been assigned. Get off the bus ONLY at your assigned bus stop.	Bring note if routine changes. Sit quietly and listen for transportation announcements. Be prepared for dismissal (all items needed in backpack)	Follow practiced expectations.

Please refer to the Playground, Restroom and Bus rules on the following page.

MATRIX RULES/EXPECTATIONS

Playground Rules	Bus Rules	Restroom Rules
Follow Playground Rules ● Use good sportsmanship. ● Walk only on the sidewalk out to the playground. ● Keep hands off of other people's coats, hoods, etc. ● Stay off the fence and trees. ● Leave the bark and leaves of the trees alone. ● Rocks, sticks, mulch and dirt stay on the ground. ● When the whistle blows, line up quickly and quietly. ● Walk up the sidewalk and turn off voices as you enter the building. **Use Equipment Properly** ● Tag will be played off of all equipment. ● Take turns on the equipment. ● Slide: One person at a time. Go feet first down. Sit on your bottom when going down. Get off as quickly as you can. ● Swings: Sit on bottom while swinging. Swing by yourself without help from a friend. Slow swing down before getting off. Stay away from swings if you are not swinging. ● Monkey bars: Keep hands about head while climbing. Climb in one direction. Circular bars only use if you can reach by standing or jumping up. ● Parallel bars: Hold on with hands. While on top always sit holding on. ● Spider Web: Have feet and at least one hand on the bars at all times. Only play right side up.	**Follow Bus Rules** ● Be on time for the bus ● Wait for the bus driver to tell you when it is okay to cross the road. ● Sit quietly on your bottom in the bus seat. ● Stay in your seat. ● Follow the bus driver's directions the first time they are given. ● Keep food and drinks in your backpack. ● Respect bus property or cost of damage will be paid by the students' family. ● Ride ONLY the bus for which you have been assigned. ● Get off the bus ONLY at your assigned bus stop. ● Only use the aisle to get on or off the bus.	**Follow Restroom Rules** ● Use the restroom for intended purposes. ● Flush toilet. ● Use 1 squirt of soap and water to wash hands. ● Make sure the sink water is turned off. ● Use 3 or less paper towels. ● Throw away towels. ● Keep and leave the restroom clean.

FAYETTE R-III SCHOOL DISTRICT INFORMATION

The Fayette R-III School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The Fayette R-III School District will provide a free and appropriate public education to all students with disabilities who are residents of this school district, including those attending private/parochial schools, beginning on the child's third (3rd) birthday and through age twenty (20), regardless of the child's disability. The term "students with disabilities" as used in this statement includes all students defined as "handicapped" and "severely handicapped" in accordance with 162.675(1) and (3) RSMo and the Individuals with Disabilities Education Act (IDEA). Students with disabilities are students in the above age group that have been evaluated and identified in accordance with provisions under public law 94-142.

To review the Fayette R-III School District's Prohibition Against Discrimination, Harassment and Retaliation which includes the process for making a complaint and the procedure for investigations of discrimination, harassment and retaliation, please see Board Policy AC, available on the District's website.

Inquiries or concerns regarding the Fayette R-III School District's programs and activities or civil rights compliance should be directed to: Title IX Coordinator/Compliance Officer, Mrs. Abby Arnette at 705 Lucky St. Fayette, MO 65248; telephone: 660-248-2153. Inquiries and complaints may also be directed to the Kansas City Office for Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106; telephone: 816-268-0550; FAX: 816- 823-1404; TDD: 877-521-2172; e-mail: OCR.KansasCity@ed.gov.

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

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

Missouri Department of Elementary and Secondary Education
Complaint Procedures for ESSA Programs
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Complaints filed with the Department
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1. What is a complaint under ESSA?

For these purposes, a complaint is an 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?

[1] *Programs include Title I. A, B, C, D, Title II, Title III.A.2, Title IV.A, Title V*

[2] *In compliance with ESSA Title XIII- Part C. Sec. 8304(a)(3)(C)*

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

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

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

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

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

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

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

The investigation and complaint resolution proceedings will be completed within a time limit of fifty 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 forty-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 ten 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, and/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 private school children handled differently?**

If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint 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 Departments' 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. An independent on-site investigation may be conducted if the Department determines that it is necessary. The 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

Student Records

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 education 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 school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school 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 or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the principal or appropriate official, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school 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 to 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 school 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 school has contracted to perform a special task (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. [Optional] Upon request, the school 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 school 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 20202-4605.

5. The district has determined that the following information regarding the district's students is not harmful or an invasion of privacy and therefore will release this information without first obtaining parental consent. If a parent, guardian, person acting as a student's parent in absence of a parent or guardian, or the student (if 18 or older) does not want the district to release the information listed below, they must notify the district in writing within ten (10) days of receiving this handbook of the information they do not want released. The following information may be released without obtaining parental consent: Student's name; parent's name; address; telephone number; electronic mail address; date and place of birth; grade level; major field of study; enrollment status (e.g., full time or part-time); participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.); weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; most recent previous school attended; and photographs including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

6. Pursuant to federal law, military recruiters and institutions of higher education may request and receive the names, addresses and telephone numbers of all high school students, unless their parents or guardians notify the school not to release this information. Please notify the district if you do not want this information released.

Prepared by U.S. Department of Education, Family Policy Compliance Office

** * * * *Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Daily Procedures

Arrivals
Students may begin arriving at 7:30 a.m. and 9:30 a.m. on late start days. It is the parents' responsibility to see that their child does not arrive at school before the entry time unattended. Parents dropping off students should proceed to the back parking lot on Spring Street and are to enter Daly from the back parking lot (Spring Street) using the middle set of doors.

Change of Procedure
Parents/Guardians are asked to **send a note if a child is to do something other than his/her normal routine.** We need to know where your child is going, how they will get there, whom they are going with, etc. Because we want our students to be safe, we will not deviate from the normal routine without written or verbal consent. ***Please call our school office (248-3200) BEFORE 2:45 p.m. to ensure that we can deliver a timely message to your student.***
If your student is going to be absent for the day, we ask that you please notify our school office so that we can let our teachers know and arrange for any work that is to be picked up.

Walking Students
Students are welcome to walk, ride their bicycles to school, or to ride in a car to school. Students are asked not to arrive before 7:30 a.m. and are to leave immediately following school dismissal. The city of Fayette has an ordinance which closes Spring Street one half hour before and one half hour after school. **Under no circumstances are students walking or riding their bicycles on Lucky Street.** Students walking or riding bikes are to enter and leave Daly by the back doors. Students are only able to travel to the high school with an adult after the school day has ended. Bicycles are to be parked in the bike rack provided at the rear of the building and may not be used again until school is dismissed. We urge all parent(s) to plan and practice a route for their children.

Students must cross only at the designated crosswalks. Students who ride in a car should have the driver drop them off at the southeast door of Daly Elementary School. Students not riding a bus should be picked up in the back parking lot. Drivers are urged to use caution when driving around the school.

Students Who Walk or Ride Bicycles to and from Daly and Clark
Students who walk to and from Daly need to use Spring Street since it is closed to traffic from 7:00 to 8:00 A.M., and from 2:45 to 3:30 P.M. Students need to arrive between 7:30 and 7:45 A.M. Bicycles must be parked in the bike racks provided in the back parking lot.

Restricted Pick Up
Students can only be picked up from school by those assigned by the custodial parent. The office must be notified of individuals who are not to pick up a student from school. Any legal documentation that pertains to restricted contact must be copied and included with the written notice.

Leaving School
Students are not allowed to leave the school campus during school hours for any reason without the knowledge and consent of the school office. Permission to leave the school grounds will only be granted upon the written or verbal request from the student's parent/guardian. Phone requests to allow the child to leave will only be accepted when school personnel can assure the identity of the caller.

Lost and Found

Articles such as books, textbooks, clothing, etc., which are found should be turned into the lost and found. Students are encouraged to label all clothing, books, textbooks, and personal articles.

Classroom Parties

Daly Elementary has two parties during the school year: one during the fall and Valentine's day. Invitations to outside of school birthday parties will not be distributed unless invitations are made for all students of your child's classroom.

Daly Elementary Leadership and Ambassadors

Seeing students embrace leadership is making our school a better place for learning. We established leadership positions in the fall of 2014 as a way to broaden our school pride with our students. Research tells us that by being connected to a purpose produces increased results in academic achievement and behavior. Our leadership ambassadors are students in 5th grade. The leadership ambassadors assist with Falcon Fest, which is our monthly character and recognition assemblies. The leadership ambassadors also assist with various school-wide functions.

Falcon Fest

Falcon Fest is our monthly recognition assembly where we recognize our students for exhibiting the character trait for the month and academic achievement. Our special teachers (art, library, music, PE, etc) also award students for their hard work and achievement in their classes.

Chromebooks/Acceptable Use Agreements

By using or taking possession of a Chromebook/iPad owned by Fayette R-III Schools, a user and their parents/guardians are agreeing to comply with the Use Agreement and the Technology Use Policy EHB. Students and their parents/guardians must either purchase the insurance or waive the insurance and submit their response through this website each year. Failure to do so will result in the student not being allowed access to district technologies.

Acceptable Use Policy for Fayette R-III Schools Technological Resources

Terms and Conditions

The purpose of the Fayette R-III School District's Internet access and other technological resources is to support and enhance learning and teaching by providing students and faculty with the tools necessary to participate in the type of educational activities which will both prepare students for entry into the increasingly complex environment they will enter in the workforces and will ensure that teachers and other staff have access to the latest in research materials.

Because of the far-reaching implications of these resources, parameters must be set to assure that activities which are not appropriate to the learning environment do not take place. Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. The signatures on this contract are binding and indicate that the parties who have signed have read the terms and conditions carefully and understand their significance. The Fayette School District is in compliance with the Children's Internet Protection Act and COPA by enforcing a policy of Internet safety that includes the use of filtering or blocking technology.

Acceptable uses of the Internet and other technological resources are activities resulting from specific tasks and assignments that support learning and teaching; promote the district's goals and objectives; and advance the mission of the district. General school rules for behavior and communications apply.

Unacceptable uses include, but are not limited to, those which knowingly or carelessly: violate the rights of privacy of others; violate copyright law or material protected by trade secret; plagiarize; spread, create, or upload computer viruses; contain threatening or harassing material; employ the network for commercial purposes; deliberately attempt to degrade or disrupt system performance; execute any form of network monitoring which intercepts data not intended for that person; unauthorized attempts to circumvent data protection schemes or uncover security loopholes; attempt or cause a breach of system security; access email, chat rooms or newsgroups without specific authorization from the supervising teacher; and locate, receive, store or print files or messages that are profane, obscene or that use language that is offensive or degrading to others. Users will not disrupt system performance and use by others by changing the settings and adjustments of computers. Users will not use the school's equipment or computers for file sharing activities across the Internet.

Students and all other users of the district's technological resources are responsible for respecting and adhering to local, state, federal and international laws governing usage of the available technology. Any attempt to violate the provisions of the district's rules and regulations governing usage may result in revocation of user privileges, suspension, or other disciplinary action appropriate to the circumstances and as they apply to the district discipline code consequences. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Users are expected to abide by generally accepted rules of network etiquette. These include, but are not limited to: use appropriate language; use secure passwords that are kept private; do not reveal personal address or phone numbers of students or colleagues; do not use someone else's account; do not use for non-school related activities; do not make unauthorized copies of commercial software; and all communications and information accessible via the network should be assumed to be private property. Users will be responsible for any actions occurring under their personal login/password.

Guidance and Counseling Services

A counselor is available to all Fayette School students. The strength of the guidance and counseling program can be measured by the amount of involvement the counselor has with students, parents, and teachers. The counselor is the person you can contact about academic or social questions and concerns. Among the services provided by the counselor are:

1. Individual parent(s) conferences
2. Student conferences
3. Individual, small and large group counseling sessions.
4. Orientation of new students
5. Conduct staffing for student placement
6. Individual and group testing
7. Contact person in arranging parent(s)-teacher conferences
8. Career Guidance and Exploration

Library Media Center

The LMC is open from 7:30 a.m. – 3:30 p.m. throughout the school year. Students visit the library during library special classes or scheduled times. Students may visit the library individually to return and check out new books with their teacher's permission. Individual students must sign in at the LMC desk.

Kindergarten through second grade (1st quarter) students may check out one book for a period of one week. Second grade (2nd quarter) through fifth grade students may check out two books for a period of two weeks.
Overdue book slips will be sent home in Friday folders. Books that are overdue by one month or more will be considered lost. Lost or damaged books will be billed to the student. Any lost

books returned in good condition within one year of payment, will have this payment refunded.

Student Dress Code

The Fayette R-III School District encourages all students to dress in a manner that reflects good taste and style appropriate for regular school day attendance. Students are expected to dress in a fashion, which will not:

1. Disrupt the educational process;
2. Constitute a health or safety hazard;
3. Promote the proliferation of gang-related activity; or
4. Violate civil law or district policy.

The school administration recommends that each student be well-groomed at all times. Recognizing that some students will abuse dress privileges, the following limitations will be enforced:

1. Extreme brevity of attire will not be acceptable. The following limitations will be enforced:
    a. Excessively short shorts or skirts creating a substantial disruption to the learning environment.
    b. Low cut tops, crop tops, bare-midriff clothing, see-through blouses/shirts.
    c. Halter-tops, tube tops (unless covered by appropriate outer garments), off shoulder tops, bare back tops.
    d. Tight/revealing clothing.
    e. No exposed undergarments.
2. Hats, bandanas, sunglasses and other forms of head-gear shall not be worn within the school building and are to be removed upon entering the building.
3. Forms of clothing that must not be worn in school:
    a. Advertisement of alcohol, tobacco, drugs, and other types of controlled substances;
    b. Inappropriately suggestive;
    c. Demeaning to others;
    d. Profane or obscene; or
    e. Specifically relating to gang-type activity.
4. Appropriate shoes should be worn to allow for participation in classroom and physical education activities.
5. No other disruptive attire.

Student Cell Phone/Device Information

Students will not be allowed to use or have in their possession cell phones and non-academic electronic devices before school and during the school day. If one is brought to school, they are to be turned off prior to entering the school building and kept in the student's backpack. Students found using cell phones and electronic devices inappropriately will be considered in violation of this policy. Items that might detract from the normal educational process should not be brought to school. ***The school district is not responsible for lost or stolen cell phones/non-electronic devices as students are to have these off and kept in their backpacks.***

Noneducational Devices – Items that might detract from the normal educational process should not be brought to school. These items include but are not limited to items such as toys, electronic games, portable media players that are not authorized for educational purposes and communication devices such as pagers, beepers, cell phones, smartwatches, earbuds, air pods, etc. Items should not be seen or heard upon entering the building to begin the day until exiting the building at the end of the day.

Disaster Drills

The Fayette R-III Schools will perform disaster drills so as to prepare students and staff in the actions that need to be taken. A drill is performed each month. These drills include: fire, tornado, earthquake and intruder. These procedures will be discussed by each teacher and a copy of the procedures will be posted in each classroom.

Emergency Procedures

Student Procedures - Fire

1. The fire alarm will consist of a loud intermittent ringing from the bells.
2. Upon hearing the bells, students should follow these directions:
   a. Walk (no running) in an orderly manner to the designated fire exit for your room. The teacher will follow the last student from the room.
   b. If your exit area is blocked, proceed to the nearest exit and locate your teacher immediately after you have cleared the building.
   c. Students are to leave all books and project materials in the classroom.
   d. If a room door is blocked by fire, the teacher will open a window for the safe exit of all students. This procedure will be followed only in an extreme emergency.
   e. Should a fire or a drill occur during the lunch period, students will exit the doors of the cafeteria and proceed to assigned areas.

3. Following a fire drill, teachers will notify students of the all-clear signal. Students are to return to their classroom and resume work.

Student Procedures - Tornado

1. The alarm signal for a tornado drill will be a long continuously ringing bell or an announcement over the intercom.
2. Upon hearing this signal, students should respond in the following manner:
   a. Students should move to the designated location and follow directions given by the classroom teacher.
   b. Your students should line up as close to a solid wall as possible, facing the wall, placing your head down, touching your knees. Place your arms around your head to protect this portion of your body. If you have a hardback notebook with you, hold it over your head for protection.
   c. Remain in this position until the all-clear signal is given. At this time, teachers will instruct students to return to the classroom and resume lessons.
3. Everyone should stay clear of entrances, doorways, windows, and glassed-in areas.
4. If the threat of a tornado occurs, students will come into the building from outdoors and cover in the hallways. Students should not, under any circumstances, remain outdoors.
5. Emergency first aid will be administered by specially designated individuals in the building.

In case a tornado "warning" is in effect at the close of school, buses will wait until the "all clear" before departure. This procedure does not apply when there is a tornado or severe weather "watch". Parent(s) should use their own judgment concerning picking up their children under these circumstances. Students and teachers at school will follow emergency tornado procedures.

Student Procedures - Earthquake

Inside or outside, when a major earthquake occurs, take action at the first indication of ground shaking.

1. **If inside, stay inside.**
   In the classroom or offices, **move away** from windows, shelves, and heavy objects and furniture that may fall. **Take cover** under a table, desk or counter. If a "shelter" is not available, move to an **INSIDE WALL** corner, turn away from windows, kneel alongside a wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck. If notebooks or jackets are handy, hold these over the head for added protection from flying glass and debris. In halls, stairways, or other areas where no cover is available, follow the above advice. In the library, immediately move away from bookshelves and take appropriate cover.
2. **If outside, stay outside.**
   In fields or en-route to and from school, move to a space, away from buildings, and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). **On the school bus, remain on the bus.** Remain in your seat and hold on. (Note: bus drivers should be instructed to stop buses away from power lines, bridges, overpasses, and buildings).
3. **Students will remain at school until it is considered safe for students to be released.**

Food and Drink

Daly strives to promote the health and wellness of students.
Students who purchase school lunch or bring lunch from home should not bring soda for lunch.

Bottles of water with a sealable lid may be brought to school and consumed in the classroom. If a student brings food with them to school in the morning, it must be taken to the Cafeteria and consumed there.

Health Services

Missouri requires that all students receive and continue to receive properly scheduled immunizations. By law students failing to show proof of immunization shall be denied enrollment. Exemptions from compliance must be in accordance with the provision of the law. An exemption form will need to be filled out and on file in the health office. Be sure to have copies updated when students are immunized.

All parents are required to fill out a **student health survey** form each year. This form is required by law and will remain in the health room office.

If a student becomes ill at school, he/she is to go to the health room to be checked by the nurse. The nurse will determine whether the child is to be sent home, rest in the health room for a while or return to class. Parent(s) are asked to make every effort to see that their child is picked up promptly when called by the nurse. Once someone is here to pick up a student, they are to sign the student out at the office.

Students with a temperature of 100 degrees or higher, with a contagious disease, or with live head lice will be sent home until the situation has been relieved. In head lice cases, students will have their heads checked upon return to school.

All medication that a student needs to take during the school day needs to be placed in the security of either the school nurse or the classroom teacher by the parent. All prescription medications must be provided in the pharmacy labeled container it was prescribed in and brought to the health office. All medication will be stored in the health office with the exception of chronic health conditions. See Policy below:

Self-Administered Medications

An authorized prescriber or a student's IEP or 504 team may recommend that an individual student with a chronic health condition assume responsibility for his or her own medication as part of learning self-care. The district will allow students to self-administer medication for the treatment of asthma and anaphylaxis in accordance with this policy and law. The district may allow students to self-administer other medications in accordance with law. The district will not allow any student to self-administer medications unless:

1. The medication was prescribed or ordered by the student's physician.
2. The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication and demonstrated to the physician or the physician's designee the skill level necessary to use the medication.
3. The student has demonstrated proper self-administration technique to the school nurse.
4. The student's parents have signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administration of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

Wellness Policy

Our school was required by law, according to the "Child Nutrition and WIC Reauthorization Act of 2004", to put in place a local wellness policy. This policy hopes to promote total student and faculty/staff wellness. A "District Wellness Committee" was formed and much thought and discussion took place in preparation for implementing our plan. Areas reviewed include dietary guidelines, physical activity, mental health, nutrition education, community and family involvement, staff wellness, development, and training, and other positive health related issues. This committee continues to meet annually to evaluate our existing policies/program.

In order to comply with school policy, we again want to remind you that students cannot bring soda to school in their lunches. We also ask that if you are helping with school parties that soda not be used as drink refreshment. You may bring 100 % fruit juices, bottled water, flavored water, or sports drinks.

As another reminder, we ask for your cooperation when bringing snacks for school parties that they also follow the adopted nutritional guidelines. Acceptable snacks include baked chips or pretzels, trail mix, nuts, vegetables and ranch dip, animal crackers, graham crackers, peanut butter and crackers, or cheese and crackers. Please refrain from bringing cupcakes, cookies, candy, etc. These nutritional guidelines are available for your review with our Food Services Director. Also, find helpful information on our district website at www.fayette.k12.mo.us.

Thank you for your cooperation. If you have questions, please contact us at the following numbers.

Brent Doolin
Fayette R-III Superintendent
District Wellness Co-Coordinator
248-2153

Angie Race
Fayette R-III Health Supervisor
District Wellness Co-Coordinator
248-3800

"The Child Nutrition and WIC Reauthorization Act of 2004 requires each school district that participates in a program under the National School Lunch Act to establish a local wellness policy for each school in the district by the beginning of the 2006-2007 school year."

This policy hopes to promote total student and faculty/staff wellness. Avenues for supporting this policy will include dietary nutritional guidelines, physical activity, mental wellness, nutrition education, community and family involvement, staff wellness, development, and training, and other positive health related issues.

The following items will be available by contacting the Food Service Director located in the Daly/Clark Cafeteria or by calling (660) 248-3200 Ext. 1290 or will be available through the use of the Fayette R-III School District website.

- Nutrient analysis of district menus.
- List of appropriate foods that meet the district's nutrition recommendations for snacks.
- List of ideas for healthy celebrations, parties, rewards, and/or fund-raising activities.

In regard to heightening awareness for the need for more physical activity, the Fayette R-III School District will:

- support efforts of parents/ guardians to provide their children with opportunities to be physically active outside of school;
- provide information about physical education and other school based physical activity opportunities available to students before, during, and after the school day;
- share information through the district's website, newsletters, other take-home materials, special events, and/or homework about physical activity and physical education.

To this end, the Fayette R-III School District proudly supports the total wellness plan.

Visitors

All visitors to our school must check in to the school office and sign in. **A visitor's pass must be worn at all times while in the building.** We welcome and encourage your visits, but please check in to the office first. To protect the school's learning environment, we ask that students are not pulled out of class so that we can ensure optimal learning each day.

Emergency Information

Each student is required to have on file at the school office the following information:
1. Parent(s)/Guardian(s) name(s);
2. Complete and up-to-date address;
3. Home phone, cell phone and parent(s)/guardian(s) work phone;
4. Name, address and phone number of a person to contact in case parent/guardian cannot be reached;
5. Medical alert information.

It is very important for emergency and administrative reasons that every student maintains up-to-date records at the school office. Notify the school immediately if you have a change of address or any other important information such as phone number, emergency contact, marital status, etc. during the school year.

Annual Notification of Directory Information

The school district designates the following items as "Directory Information": student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (e.g. full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photograph including information about the child and/or would not be considered harmful or an invasion of privacy.

Discipline Procedures and Actions

Student Code of Conduct

All School personnel have the responsibility to instruct, guide and supervise students during school and school-sponsored activities with the objectives of promoting positive learning experiences and responding effectively to unacceptable student behavior. Proper instruction and supervision is everyone's responsibility and, in large measure, will produce good student behavior.

Discipline actions for behavior violations will be taken by responsible staff, with parent involvement in every situation possible to remediate and/or correct unacceptable student behavior. Daly Elementary has implemented three school-wide expectations to explicitly teach positive behavior:
1. Be Safe
2. Be Respectful
3. Be Responsible

The following are disciplinary, remedial, and/or corrective action processes to be used by staff members:

1. Conference(s) will be held with the student and the teacher, and/ or principal who observed, or who is responding to, the unacceptable student behavior in order to obtain all available information related to the subject. Parents will participate in the conference(s) as the situation warrants to become informed, to contribute to solutions, and to be part of the disciplinary actions to be taken.

   It is recognized that there may be times when school personnel must talk to a student immediately to discuss unacceptable behavior. The student will have the opportunity to respond and explain the situation, and that such initial conference will be between the student and school personnel only, either because the immediacy of the situation so requires, because parents are unavailable, or both.

2. The staff members (teachers, and/or principal) will evaluate the information obtained, review the disciplinary action options, and determine, in their judgment, the most reasonable action choice(s).

3. The objectives of any disciplinary action to be used by the appropriate school staff member are: (1) to achieve remediation and to correct any unacceptable student behavior: (2) to develop the student's character and power of self-control; and (3) to interact with the student in a way so that the disciplinary action results in a positive and acceptable behavior change outcome. Depending on the nature of the unacceptable student behavior, the indicated disciplinary actions or options (not all-inclusive or necessarily in sequence) include:

   The teacher may have:
   - A conference with the student.
   - The student moved in the classroom.
   - The student assigned specific educational assignments or tasks.
   - The student utilizes the focus room.
   - The student referred to the principal for appropriate action.

The principal may:
- Place the student in detention and give assigned tasks by the teacher; parents are informed.
- Contact or hold a conference with the student and his or her parents for the purpose of accomplishing acceptable student behavior.

- Refer the student to other school departments (counseling), or other educational, medical, social, or governmental units for assistance.
- Place the student in in-school suspension.
- When other remedial and corrective options have not been successful, or suspension is specified or indicated by conduct, suspend the student from school for a period of time not to exceed 10 days, or by the superintendent in cases exceeding 10 school days to a maximum of 180 school days.
- File charges for illegal behavior against the student with governmental authorities having jurisdiction.
- Recommend student expulsion when all other actions have not been successful or the nature of the behavior violation requires this action.

The exercise of reasonable judgment, respect for the rights of the person, and compliance with legal procedural requirements must be observed in cases of unacceptable behavior. Any conduct not included in JG-R2, JG-R3 AND JG-R4, or an aggravated circumstance of any offense of an action involving a combination of offenses may result in disciplinary consequences that extend beyond the code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in the code of conduct, as allowed by law. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to not be appropriate for the action or not in the interest of the district, the superintendent or designee may increase the consequences listed in the code of conduct, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school playgrounds, parking lots, school buses or at a school activity whether on or off school property.

General Behavior

Positive office referrals are given to students when they are exhibiting one of our three school wide rules of being respectful, responsible, and safe or are exhibiting our character traits. Students are celebrated for this recognition.

Students who ride the bus should realize that it is a privilege to ride it. Safe delivery of students to and from school is the foremost concern on our school buses. This is best done in an atmosphere where the drivers' attention is on the road. Inappropriate behavior will be referred to the principal's office.

In the cafeteria, students will sit with their class. The cafeteria staff, cashier, and staff on duty are considered school staff and are to be respected as such. No soda pop is allowed in the cafeteria.

Students are to keep all toys, trading cards, and non-educational items at home to not distract from learning. The school district is not responsible for lost or stolen items.

On the playground, students are to be respectful of each other and to share the equipment so that all have a chance to play with and on the equipment. No jumping from the equipment is permitted.

You, the parents, and we, the staff at Daly Elementary School believe:

- that order and good discipline are necessary to the safe and effective operation, and for the achievement of the educational objectives of our school's atmosphere conducive to learning.
- that all students have a right to learn, and that all teachers have a right to teach without disruption by misbehavior by any student.
- that all students can behave in an appropriate manner.
- that each student is responsible for his own behavior, regardless of the behaviors of others.

- that parents, staff, and administrators have the right and responsibility to discipline any student who chooses to disrupt or who refuses to comply with the Daly discipline codes.
- that the development of such behavior in students is a function of both the home and the school.

The following Discipline Codes are in effect in classrooms, hallways, cafeteria, restrooms, libraries, playgrounds, school functions at Fayette or away from Fayette, and anywhere that you are representing Daly Elementary School:

Student Discipline

The population of the Fayette R-III Schools believes that school is a safe atmosphere for learning. In order to preserve this notion, the following rules and regulations have been developed to assist in ensuring that belief. The behaviors are those that we feel detract from the safe operation of Daly Elementary School. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

In all situations where a child is sent to the office (major office referrals), the parent will be notified.

Academic Dishonesty: Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

Alcoholic Beverages, Drugs, or Narcotics (see Board policies JFCH and JHCD): A student shall not knowingly buy, sell, possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, mind-altering chemical, or intoxicant of any kind while on school property, a school-sponsored trip, or school activity (home or away).

Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule, if placed in the control of school personnel, (teacher or school nurse). Over the counter drugs, such as pain relievers, cough drops, inhalers, etc. shall be placed in control of a teacher or school nurse. If in doubt, call the school nurse or office.

As these offenses are extremely dangerous to both the individual and society, a student's disciplinary record will be kept for the length of time he/she attends the Fayette R-III Schools, and the student will be subject to sequential disciplinary actions. Simply stated, this means that a student does not begin each year with a clean record for failure to comply with the prohibition against all alcoholic beverages, unauthorized drugs, and narcotics.

Any staff member having reason for suspecting drug, alcohol, or narcotic abuse by a student should inform the principal. The principal will investigate the situation, and if warranted, will call the parent and express concern.

Arson: Starting or attempting to start a fire or causing or attempting to cause an explosion.

Assault:

A. Attempting to cause injury to another person or intentionally placing another student in reasonable fear that physical injury is likely to happen or physically injuring another person.
B. Attempting to cause serious physical injury to another person; killing or causing serious physical

injury to another.

C. Verbal (see swearing or use of unacceptable language)

Boisterous Conduct: Engagement in horseplay activity, including but not limited to: shoving, kicking, pushing, invading personal space, and loud arguing.

Bullying / Harassment (see Board policy JFCF): Repeated and systematic intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, and exclusion from a peer group.

Bus Misconduct (see Board policy JFCC and regulation JFCC-R): Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, bus-riding privileges may be suspended or revoked.

Cell Phones and Non-Academic Electronic Devices: Students will not be allowed to use or have in their possession cell phones and non-academic electronic devices before school and during the school day (school premises). If a student brings a cell phone or electronic device to school, they are to be turned off prior to entering the school building and kept in the student's backpack. Students who use cell phones and electronic devices before or after the regular school day will be expected to use them in an appropriate manner. (approved by teacher) Students found using cell phones and electronic devices inappropriately will be considered in violation of this policy. Items that might detract from the normal educational process should not be brought to school. These items include but are not limited to electronic games, audio equipment, iPods, MP3 players, watches that carry calling/texting capabilities, and communication devices such as cell phones, etc. ***The school district is not responsible for lost or stolen cell phones/non-electronic devices as students are to have these off and kept in their backpacks.***

Dangerous Items: Possession of explosive devices or objects that can reasonably be considered dangerous through method of its use or function. Threats of possession of any fireworks or other dangerous items on school property, during school hours or school activities, also fall into this category. These items may be considered weapons and as such may be subject to disciplinary action as required by law and Board policy.

Defiance of Authority: Refusing to follow reasonable directions of school authorities or deliberately disobeying school rules and policies.

Dishonesty: To act dishonestly, to deceive, or convey a false impression, or withholding information when questioned by school personnel.

Disrespectful Conduct: Inappropriate behavior or behaving as a nuisance by being offensive to public order of decency.

Disrespectful Speech: Using oral, written, and/or body language which is offensive and not acceptable on school premises. The building principal determines what is or is not appropriate language.

Disruptive Conduct: Any conduct or behaviors that do not follow classroom/school expectations and/or impedes the learning of others or that interferes with the classroom/school environment.

Disruptive Speech: Any oral, written and/or nonverbal language which does not follow classroom expectations and/or impedes the learning of others or that interferes with the classroom/school environment.

False Alarms: Tampering with emergency equipment, setting off false alarms, making false reports;
communicating a threat or false report for the purpose of frightening, disturbing or causing the evacuation or closure of school property.

Fighting: An open hand-to-hand conflict, usually between two or more persons in which blows are exchanged and anger displayed. A fight is an assault in the third degree and a report to authorities is required by law.

Physical Aggression: To attack someone physically or verbally, causing bodily or emotional injury, pain, and/or distress. This might involve the use of a weapon, and includes actions such as hitting, punching, pushing, poking, or kicking.

Public Display of Affection: Physical contact that is inappropriate for the school setting, including, but not limited to, kissing and groping.

Sexual Harassment of employees, volunteers, student teachers, and/or students is strictly prohibited in the
Daly Elementary School and the Fayette R-III School District. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical sexual conduct. (See policy AC and regulation AC-R.)

Technology Misconduct (see Board policy EHB and regulation EHB-R)- Attempting, regardless of success, to gain unauthorized access to a technology system or information; to use district technology to connect to other systems in evasion of the physical limitations of the remote system; to copy district files without authorization; to interfere with the ability of others to utilize district technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using district technology; or to evade or disable a filtering/blocking device. Violation other than those listed in "a," or of Board policy EHB and regulation EHB-R, administrative procedures or etiquette rules governing student use of district technology.

Theft: Taking, or trying to take, or being in possession of things that were taken or items not belonging to that person.

Threats or Extortion: Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

Tobacco Possession/Usage (see Board policies AH and JFCG): Parental conference upon the return of the student to class with the administrator exercising other disciplinary options.

No student shall carry or use tobacco products:
(a) in any school building or on school property at any time; or
(b) on any school bus; or
(c) during or after school activities, both home and away.

Truancy: (see Board policy JEDA): Being absent from school or a class without the permission of both the school and the parent; having excessive non-justifiable absences, even with the consent of parents/guardians. The proper authorities will be notified. The attendance policy (JED) also discusses truancy.

Vandalism (see Board policy ECA): The willful damage or the attempt to cause damage to real or personal property belonging to the school, staff, or student.

Weapons: (see Board policy JFCJ)

A. Possession or use of any instrument or device, other than those defined in 18 U.S.C. 921 or 571.010,
RSMo, which is customarily used for attack or defense against another person; or any instrument or device used to inflict physical injury to another person. Report to authorities is required by law.

B. Possession or use of a firearm as defined in 18 U.S.C. 921 or any instrument or device defined in
571.010, RSMo. or any instrument or device defined as a dangerous weapon in 18 U.S.C. 930(g)(2).

***Decisions made regarding student discipline will be at the discretion of administration.**

Kindergarten-2nd Grade Discipline Matrix

Offense	1st Referral	2nd Referral	3rd Referral	4th Referral
Academic Dishonesty	Zero on assignment	½ day ISS, zero on assignment	1 day ISS, zero on assignment	2 days ISS, zero on assignment
Arson	10 days OSS, referral to authorities and Superintendent	10 days OSS, referral to authorities and Superintendent	10 days OSS, referral to authorities and Superintendent	10 OSS, referral to authorities and Superintendent
Assault	3 days OSS	5 days OSS	10 days OSS	10 OSS and referral to Supt.
Boisterous conduct (horseplay, shoving, loud arguments, etc.)	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Bullying / Harassment See board policy (JFCF)	1 day ISS	2 days ISS	3 days ISS	1 day OSS
Cell phones and non-academic electronic devices (toys included)	Held in office for parent	Held in office for parent	Held in office for parent	Held in office for parent, 1 day ISS
Dangerous Items- Possession	1 day ISS and referral to Supt.	1 day OSS and referral to Supt.	3 OSS and referral to Supt.	5 OSS and referral to Supt.
Defiance of Authority	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Dishonesty	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Disruptive Conduct	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Disruptive Speech	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Disrespectful Conduct or Speech	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Disrespectful Speech	½ day ISS	1 day ISS	2 days ISS	3 days ISS
Drugs/Alcohol- Possession/Sale/Purchase/ Distribution/Consumption of illegal or controlled substance or alcohol	5 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.
Extortion to Students	3 days OSS	5 days OSS	8 days OSS	10 days OSS and referral to Supt.
Extortion to Teachers	3 days OSS	5 days OSS	8 days OSS	10 days OSS and referral to Supt.
False Alarms	1 day OSS and referral to Supt.	3 days OSS and referral to Supt.	5 days OSS and referral to Supt.	10 OSS and referral to Supt.
Fighting with fist/hands/feet	1 day ISS	1 day OSS	2 days OSS	5 days OSS
Repeated Referral after 4th Offense	3 days OSS	4 days OSS	5 days OSS	5+ days OSS and referral to Supt.
Physical Aggression	1 day ISS	2 days ISS	3 days ISS	5 days ISS
Sexual Harassment	1 day ISS and referral to Supt.	1 day OSS and referral to Supt.	3 days OSS and referral to Supt.	5 days OSS and referral to Supt.
Technology Misconduct	Restitution, Computer restrictions - 1 day	Restitution, Computer restrictions - 3 days	Restitution, Computer restrictions - 5 days	Restitution, Computer restrictions -10 days
Theft under $25 (restitution required)	1 day ISS	1 day OSS and referral to Supt.	2 days OSS and referral to Supt.	5 days OSS and referral to Supt.
Theft over $25 (restitution required)	1 day ISS	2 days OSS and referral to Supt.	5 days OSS and referral to Supt.	10 days OSS and referral to Supt.
Threats to Teacher	1 days OSS	3 days OSS	5 days OSS	10 days OSS and referral to Supt.
Threats to Students	1 day OSS	3 days OSS	5 days OSS	10 days OSS and referral to Supt.
Tobacco- Possession / Usage	1 day ISS	1 day OSS	2 days OSS	5 days OSS
Vandalism (restitution required)	1 day ISS Restitution	1 day OSS Restitution	2 days OSS Restitution	5 days OSS Restitution
Weapons- Possession of OR use of	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.

3rd-5th Grade Discipline Matrix

Offense	1st Referral	2nd Referral	3rd Referral	4th Referral
Academic Dishonesty	Zero on assignment	1 day ISS, zero on assignment	2 days ISS, zero on assignment	3 days ISS, zero on assignment
Arson	10 days OSS, referral to authorities	10 days OSS, referral to authorities	10 days OSS, referral to authorities	10 days OSS, referral to authorities
Assault	5 day OSS	5 days OSS	10 days OSS	10 OSS and referral to Supt.
Boisterous conduct (horseplay, shoving, loud arguments, etc.)	1/2 day ISS	1 day ISS	2 days ISS	1 day OSS
Bullying / Harassment See board policy (JFCF)	1 day ISS	2 days ISS	1 day OSS	2 days OSS
Cell phones and non-academic electronic devices (toys included)	Held in office for parent	Held in office for parent	Held in office for parent	Held in office for parent, 1 day ISS
Dangerous Items- Possession	1 day ISS	1 days OSS	3 days OSS and referral to Supt.	5 OSS and referral to Supt.
Defiance of Authority	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Dishonesty	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Disruptive Conduct	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Disruptive Speech	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Disrespectful Conduct	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Disrespectful Speech	1/2 day ISS	1 day ISS	2 days ISS	3 days ISS
Drugs/Alcohol- Possession/Sale/Purchase/ Distribution/Consumption of illegal or controlled substance or alcohol	5 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.
Extortion to Students	3 days OSS	5 days OSS	8 days OSS	10 days OSS and referral to Supt.
Extortion to Teachers	3 days OSS	5 days OSS	8 days OSS	10 days OSS and referral to Supt.
False Alarms	1 OSS and referral to Supt.	3 OSS and referral to Supt.	5 OSS and referral to Supt.	10 OSS and referral to Supt.
Fighting	2 days ISS	1 day OSS	3 days OSS	5 days OSS
Physical Aggression	1 day ISS	3 days ISS	5 days ISS	1 day OSS
Public Display of Affection	Warning and parent contact	½ day ISS	1 day ISS	2 days ISS
Repeated Referral after 4th Offense	3 days OSS	4 days OSS	5 days OSS	5 days OSS and referral to Supt.
Sexual Harassment	1 day ISS and referral to Supt.	2 days OSS and referral to Supt.	3 days OSS and referral to Supt.	5 days OSS and referral to Supt.
Technology Misconduct	Restitution, Computer restrictions - 3 days	Restitution, Computer restrictions - 5 days	Restitution, Computer restrictions - 10 days	Restitution, Computer restrictions - 15 days
Theft under $25 (restitution required)	1 day ISS	1 day OSS and referral to Supt.	2 days OSS and referral to Supt.	5 days OSS and referral to Supt.
Theft over $25 (restitution required)	1 day ISS	2 days OSS referral to Supt.	5 days OSS referral to Supt.	10 days OSS referral to Supt.
Threats to Teacher	3 days OSS	5 days OSS	7 days OSS	10 days OSS and referral to Supt.
Threats to Students	3 days OSS	5 days OSS	7 days OSS	10 days OSS and referral to Supt.
Tobacco- Possession / Usage	1 day ISS	1 day OSS	2 days OSS	5 days OSS
Truancy	Parent contact, referral to Juvenile Office	Parent contact, referral to Juvenile Office	Parent contact, referral to Juvenile Office	Parent contact, referral to Juvenile Office
Vandalism (restitution required)	1 day ISS Restitution	1 day OSS Restitution	2 days OSS Restitution	5 days OSS Restitution
Weapons- Possession of OR use of	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.	10 days OSS and referral to Supt.

Focus Room

The Focus Room will serve as a safe location for students to reFocus. This could include not meeting school expectations as they await processing with building administration, receive Tier 3 behavior support to safely refocus as determined appropriate by a school-developed intervention plan, reteaching skills, and celebration of successes. Students who are on a school-developed intervention/behavior plan will spend no more than 15 minutes in this area before returning to class and this will be communicated to individual families as needed.

The Focus Room is teacher/administrator-assigned and is not a location open for student self-assignment. Any student in the Focus Room who was not assigned this location by a teacher or administrator.

In-School Suspension (ISS)

In-school suspension (ISS) has been created to provide an administrative alternative to out-of-school suspension. Students assigned to ISS will report to the office each morning of their assignment. Assignments from Core academic teachers will be provided for all students. DES utilizes the Focus Room for ISS. This is an environment designed to give students a time away from a situation that occurred, time to complete missing/incomplete work or tests and materials to complete assignments that they are missing.

Guidelines for ISS are as follows:

1. Parental notification.
2. Students will report directly to the principal's office upon their arrival at school.
3. Absence is the only excuse for not serving an ISS assignment. The student who was absent will make up their ISS assignment immediately upon their arrival at school.
4. The student's school work will be taken to the ISS center. Class assignments will pertain directly to their class work. Credit will be given for the quality of the work.
5. Students in ISS will be assigned to a study area. The supervisor will be the only one that they will be allowed to talk to during their ISS assignment. Any other breaks for restroom and lunch will be controlled by the supervisor.
6. The superintendent and building principals are the only school personnel who can assign ISS. The maximum number of days a student can be assigned to ISS by the principal at one time is ten (10). The Superintendent has the right to assign more days.
8. Students violating the ISS guidelines will be suspended for the full length of the time designated by the original rule infraction.
9. The school personnel will utilize a variety of positive measures to reinforce proper behaviors and attitudes.

Out of School Suspension (OSS)

A student can be placed on Out of School Suspension by the principal for as few as one (1) day and for as many as ten (10) consecutive school days. During a period of OSS, the student is not authorized to attend school, be on school property, or participate in any school-sponsored activities. ***Students may complete assignments to understand the content, but no credit will be given for assignments while students are placed on OSS. Students are able to make up tests and projects.*** OSS is the most severe disciplinary action with the exception of being formally expelled from school by an act of the Board of Education. Any suspension of school for more than ten (10) consecutive school days will come from the Superintendent of Schools. Parents/Guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board of Education. This request will be addressed to the Superintendent who will review all matters concerning the suspension and refer the request for a Board hearing.

Safe Schools Act

Under the regulations of the Safe Schools Act, student dismissal will be recommended to the Superintendent for, but not limited to the following actions: first or second degree murder,

kidnapping, first or second degree assault, forcible rape, forcible sodomy, burglary in the first or second degree, robbery in the first degree, distribution of drugs to a minor, arson in the first degree, voluntary or involuntary manslaughter, felonious restraint, or possession of a weapon. All of the above offenses are criminal acts; legal authorities will be notified after each offense. Weapon examples are as follows: Firearm, knife, brass knuckles, blackjack, explosives, explosive weapons, gas gun, or any other implement that is used to harm another student. Discipline and suspension policies or procedures have been written and will be implemented beginning the first (1st) day of school.

If you have any questions regarding the compliance with the Safe Schools Act legislation, please contact the Superintendent of Schools, 705 Lucky Street, Fayette, MO 65248, or telephone 660-248-2153.

Hazing

Hazing will be considered harassment in the discipline policy. Hazing is defined as any activity that would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purpose of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants. **(see Board policy JFCF)**

Bullying

General

In order to promote a safe learning environment for all students, the Fayette R-III School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident. **(see Board Policy JFCF)**

BULLYING

(***Bullying Incident Report Form for Use by Parents, Students, and Community Members***)

Reporter (Person Filing the Report)

Date Filed:_____

Name:_____

Address:_____

Phone Number:_____ E-mail:_____

Relationship to the student being bullied (*parent/guardian, fellow student, community member, etc.)*:

_____

- I prefer to remain anonymous. *(The district will investigate all allegations of bullying, but it is more difficult to follow up on anonymous reports.)*

Bullying frequently involved repeated behavior. If you have witnessed or have knowledge of more than one incident, please provide information on all incidents. Please feel free to use multiple forms or attach additional pages if necessary to report all related incidents.

Did you witness this incident? Yes No

If no, provide the specific information as to how you found out about this incident:_____

_____

_____

_____

Details of Incident

1. Date and time the incident took place: Date:_____ Time:_____
   (*If the exact date and time are uncertain, provide an approximate date and time.*)

2. Where did the incident take place? (*Be as specific as possible. For example, instead of "the middle school," specify "the sixth-grade section men's bathroom at the middle school."*)
   _____
   _____
   _____

3. Please provide as much of the following information as possible for each student who was the target of the bullying:

		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance

4. Please provide as much of the following information as possible for each student who was engaged in the bullying behavior:

		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance
		DES CMS FHS
Name of Targeted Student	Grade Level	School of Attendance

5. List the names of others who witnessed or may have witnessed the incident:_____
_____
_____
_____

6. Please describe the incident. (*Include as much detail as possible. Do not "clean up" anything that was said or done. If inappropriate language or gestures were used, include the exact language and describe the exact gesture used.*)_____

7. Is there any other information you believe is relevant for the district to know when investigating this incident?_____

This report should be accompanied by any applicable evidence that bullying occurred, such as copies of notes, e-mails, or photos. If the bullying includes sexting, nudity, or inappropriate images of a minor, please do NOT copy, download, or further distribute images! Instead, show the evidence to the principal immediately so that appropriate action can be taken.

A copy of this form should be submitted to:

Title:_____
Address:_____
E-mail:_____ Fax:_____
You may also provide information over the phone:_____ (phone number)

Once received, this form will be forwarded to the appropriate staff member for further action.

Parent Right-to-Know

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

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Information regarding any State or LEA policy regarding student participation in any assessments required under ESEA section 111(b)(2) and by State or LEA, including a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parental Information and Resource Center (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent programs.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at http://www.nationalpirc.org/directory/MO-32.html