

Cassville

K-5

Student Handbook

2024-2025



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Cassville K-5 SCHOOL- PARENT COMPACT

The Cassville R-IV School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act(ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2023-2024 school year.

School Responsibilities

The Cassville R-IV School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 1. Use the curriculum in daily instructional planning.
 2. Provide effective learning strategies to motivate and assist with an understanding of academic concepts.
 3. Have high expectations of learning and achievement for all students.
 4. Assure that every student has access to quality learning experiences
 5. Assign appropriate homework that extends and reinforces lessons taught at school.
 6. Believe that each student can learn at his/her pace and strive to meet individual needs.

- 2. Hold parent-teacher conferences (twice annually) during which this compact will be discussed as it relates to the individual child's achievement.**
 1. Conferences are held during the first and second grading terms and by appointments during the school year.
 2. IEP meetings will be conducted as mandated.
 3. Parents may schedule a meeting with teachers as needed during the teacher's assigned planned period.

- 3. Provide parents with frequent reports on their children's progress.**
 1. Teachers may send home weekly assessment results, etc.
 2. Progress reports are sent home quarterly.

- 4. Provide parents reasonable access to staff.**
 1. Parents may schedule appointments with their child's teachers during their scheduled plan periods.
 2. Teachers may communicate to families through classroom newsletters, calendars, homework planners, and through online applications such as: Class Dojo, Seesaw, Canvas, Google Classroom, Remind
 3. A Back to School Night is held a few days before school begins to give families an opportunity to meet their child's teachers and receive important information about the upcoming school year.
 4. Family Activity Nights are held at least twice annually to give parents and students opportunities to participate in reading and math activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Making sure my child attends school every day and on time.
2. Making sure that homework is completed.
3. Checking and signing the homework planner, if required, for assignments and communications.
4. Attend school conferences and review school work.
5. Attend Back to School Night and have the opportunity to participate in the Family Activity Nights.
6. Support the school's efforts to maintain proper discipline.
7. Monitoring the amount of television and video/computer gaming activities.
8. Making sure my child is well rested.
9. Participating, as appropriate, in decisions relating to my children's education.
10. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Making my education my first priority.
2. Completing and turning in all class and homework assignments on time.
3. Be prepared for school every day with all necessary supplies and be ready to learn
4. Asking my teachers questions when I don't understand.
5. Paying attention in class and maintaining appropriate behavior.
6. Respecting myself, school property and others.
7. Noting and following all school rules.
8. Giving to my parent/guardians all notices and information received by me from my school every day.

**Cassville Primary/Intermediate Schools 2024-2025
School/Parent Compact**

Parent

Date

Student

Date

STUDENT DISCIPLINE

(Receipt of Student Handbook)

Date: _____

This is to acknowledge that I have received the _____ (year) student handbook for Cassville R-IV School District. I understand that I am responsible for knowing and adhering to the rules and procedures contained in the handbook as well as any rules and procedures established by the school district.

Parent Signature: _____

Student (print name): _____

Home Room/Teacher: _____

This form will be placed in the student's file

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

Implemented: 09/13/2001

Cassville R-VI School District, Cassville, Missouri

Cassville Primary/Intermediate School

Title I Parental Involvement Plan

2024-2025

Recognizing the need for strong parental involvement in the educational process, the Cassville Intermediate School has established this plan in addition to the district parent involvement policy.

1. A child's education is a responsibility shared by the school and family during the entire time the child spends in schools;
2. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners;
3. Although parents are diverse in culture, language, and needs, they are an integral component of a school's ability to provide for the educational success of their children;
4. Engaging parents is essential to improve student achievement.
5. Schools should foster and support active parental involvement.

Cassville School, in collaboration with its parents, established a parental involvement plan which includes programs and practices that enhance parental involvement and reflect the specific needs of our students and their families.

The Cassville School Parental Involvement Plan shall include the following goals:

1. Strategies for Involvement
2. Shared Responsibilities for High Student Academic Achievement
3. Expanding Opportunities for Involvement

Goal 1 – Strategies for Involvement

All parents are urged to establish and maintain an involvement in the educational process of their child/children in a variety of roles. Involvement will be two-way and meaningful. Coordination with other programs that promote parental involvement strategies will be implemented. All parents are encouraged to provide their expertise and share experiences with the school. Tutors, mentors, speakers, and other services would be welcome.

- In the fall of each year, Cassville School will hold an annual meeting to inform parents of the school's participation in Title I, the federal requirements for Title I, and to explain parent's right to be involved.
- The Title I program will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement plan and the development of the School wide plans
- Title I will provide parents with information about their programs, APR data, curriculum, assessments, and proficiency levels.
- Title I will cooperate with parents during regular meetings to formulate suggestions, and to participate, when appropriate, in decisions relating to the education of their children
- Title I will respond to suggestions made by parents in a timely manner

- Title I will include comments from parents who find any aspect of the School wide plan unsatisfactory

Goal 2 – Shared Responsibilities of High Student Academic Achievement

The Cassville School Involvement Plan will be comprehensive and coordinated.

The Cassville School Parent Involvement plan will develop with parents a school- parent compact. It will be included in the student handbook and be distributed to each student and parent. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement. Compact will include: how parents will be responsible for supporting their child's learning; encourage attendance; homework completion; and use of free time; volunteering; participating in decisions relating to the education of their child's education and positive use of extracurricular time. The compact will also include how parents and teachers will communicate on an ongoing basis in addition to the parent-teacher conferences, progress reports, and the staff will give reasonable access to parents and also provide opportunities to volunteer, participate and observe in their child's classroom.

Goal 3 – Expanding Opportunities for Involvement

Cassville School will ensure effective involvement of parents and to support a partnership with the Title I program, parents, and the community to improve student academic achievement. Cassville Intermediate/Primary School will:

- Assist parents to understand the Missouri Learning Standards, MAP test and local assessments results
- Assist and educate parents on understanding how to monitor a child's progress
- Show how to work with teachers to improve the performance of their child
- Plan activities throughout the school year to encourage parental involvement
- Encourage parents and teachers to communicate in a meaningful manner - Provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology
- Educate all school personnel in valuing parent contributions, communicating and working with parents as equal partners
- Implement and coordinate parent programs that build ties between school and home
- Coordinate and integrate the Title I parent involvement program and activities with other existing programs, such as PAT, Balanced Literacy, public preschool programs, ELL programs, Special Education programs and gifted programs
- Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and language they can understand
- Extend appropriate and feasible parent resource centers and opportunities for parents to learn about child development and child rearing issues
- Provide other reasonable support for Title I parental involvement activities as requested by parent
- Provide necessary literacy training if all other available sources of funding have been exhausted
- Encourage school meetings at a variety of times or other locations to maximize parental involvement. As funding allows, purchase parenting books, magazines and other informative

material regarding responsible parenting for parental use.

GENERAL SCHOOL RULES

ARRIVAL TIME - Students desiring breakfast need to arrive between 7:40-8:00 and report to the cafeteria. The playground is not supervised before school. **Students arriving before 7:40 must report to the early room or cafeteria. An Early Room will be available 7:00 – 7:40AM.** Early room locations will be handed out on supply drop off night.

STUDENT PICK-UP – Primary students who will be picked up after school will be brought out to their vehicles by supervising staff beginning at 3:00 each day.

Vehicles must display the appropriate parking permit in their front dash.

Intermediate students who will be picked up after school will wait at the front of the building with supervising staff until released to parents.

No child is allowed to be picked up in the hallway or classroom. If you need to check your child out before the end of the day, you must report to the office.

ATTENDANCE - Attendance in school is extremely important. Consistent academic progress and good attendance go hand-in-hand. There is no way all work can be made up or all instruction re-taught. Please make every effort to have your children in school every day and for them to be punctual. If your child has been running a fever, please keep your child home until s/he has been fever free without the use of medications before sending her/him back to school. **Please call the office if your child is going to be absent. Parents will be called each day a child is absent from school to ensure their child is safely at home if no call is received.**

ABSENCE - (EXCUSED)

Absences must be restricted to essential needs. The following situations will usually be excused:

1. Personal illness or injury
2. Doctor or dentist appointment (Note Requested)
3. Serious illness or death of a family member
4. Family emergency
5. Religious observance of the student's own faith

ABSENCE - (UNEXCUSED)

- After five (5) unexcused absences in any semester, a letter will be mailed to

the student's parents. After eight (8) unverified absences in any semester, a letter will be mailed to the student's parents and a Hotline call to the Division of Family Services will be made.

When an absence can be anticipated, make-up work should be completed before the absence. A student with an excused absence shall be responsible for requesting make-up work from the teacher.

A note from parents explaining why a child was absent should accompany each child when he/she returns to school.

ABSENCE - (PARENTAL EXTENDED REQUEST)

Parents may apply for a Principal's Extended Absence for up to and including five (5) days. Students must complete all make-up work. If work is not completed, the absence will be considered truancy.

TARDINESS – Students will be counted tardy after **8:10 a.m.** In setting up our policy concerning tardiness, we considered the following items:

1. When students are late coming to class, it causes a disruption of the class.
2. It takes additional teacher time to explain the lesson in progress so the late student can complete the assignment.
3. It is the parent's and student's responsibility for the student to be here at the proper time. Parents should call the primary office (847-2445) or intermediate office (847-4010) if their child will be tardy.

PERFECT ATTENDANCE – Students with 90-100% quarterly attendance will be recognized at the end of each quarter by participating in the following Attendance Activities:

To be determined by building principal

In order for a student to qualify quarterly for these special days, he/she will need an attendance average of 96% or more.

Primary students that have perfect (100%) attendance for the year will be recognized and rewarded. To qualify for the yearly 100% attendance activity students must be in class each morning by **8:10 a.m.** and **not leave school before 3:00 p.m.**

Intermediate students that have perfect (100%) attendance for the year will be recognized and rewarded. To qualify for the yearly 100% attendance activity students must be in class each morning by **8:10 a.m.** and **not leave school before 3:00 p.m.**

BICYCLES - Students who ride bikes to school must park them immediately upon arrival and not use them again until the end of each school day. (Kindergarten and 1st grade children should be accompanied by an older sibling or parent/guardian.) Students may park bikes by the office.

BREAKFAST - A nutritious breakfast will be served from 7:40 - 8:05 a.m. daily for any child who wishes to eat at school. Seating assignments may be made by the supervisors. Students who qualify for free or reduced lunch will also qualify for free or reduced breakfast.

CONFERENCES:

Your principal, the classroom teachers, school nurse, special services director, and/or school counselors may be contacted to meet with you in conference any time you or the school staff member feels it would be beneficial for your child.

INDIVIDUAL PARENT/TEACHER CONFERENCES - will be scheduled at the end of the 1st and 3rd quarters.

End of 1st Quarter - October 11, 2024

1st Quarter Conferences – October 21 – 28, 2024

End of 3rd Quarter - March 14, 2025

3rd Quarter Conferences - March 10 – 17, 2025

1st Semester Ends - December 19, 2024

2nd Semester Ends - May 22, 2025 (TBD)

PROGRESS REPORTS

Formal progress reports will be made at the end of each quarter. These reports are as follows:

1st quarter Parent/Teacher Conference

(with report card)

2nd quarter Report Card

3rd quarter Parent/Teacher Conference

(with report card)

4th quarter Report Card

You may request and schedule a conference with your children's teacher at any time. The teachers have daily planning periods. Conferences may also be held immediately after school.

Your children's teachers will notify you during the school year with notes concerning your children's academic progress.

The children will also bring papers home often. If your child is not bringing home papers or if you are noticing problem areas, contact the teachers. We want to keep that **HOME and SCHOOL partnership working!!!!**

Parents can stay updated through Parent Square on student lunch balances. See office personnel to sign up for this program.

CROSSWALK

There is a crosswalk guard to assist your child in crossing the street before and after school. Make certain your child uses the crosswalk as you leave him/her in front of the school and when crossing the street after school hours.

SCHOOL ADMISSIONS

All individuals' ages five (5) to 21 who live within the boundaries of the school district may attend its schools without payment of tuition.

The admission of all students shall be under the direction of the superintendent, subject to the approval of the Board of Education. All persons seeking admission to the district must satisfactorily meet all residency, academic, age, immunization, health, disciplinary and other eligibility prerequisites as established by Board policies, rules and regulations, and by state law.

Students entering the schools in the school district who have not previously presented a birth certificate or some other acceptable proof of age will be required to present such proof.

Grade placement and class assignment for a student should reflect the grade level and/or program of study which is appropriate to academic, social, and emotional needs. Students who apply for admission to the district from other public schools shall submit evidence of achievement in the grade last attended as a prerequisite to enrollment. Grade placement of a student may be adjusted on the basis of achievement tests administered by district personnel, or on the basis of other factors which the principal and the staff of the school concerned believe make such adjustments necessary. Students who apply for admission to the district from non-public or home instructional programs are not guaranteed comparable placement in the public schools. Students will be assigned to classes or grades based upon the following factors: previous educational records, the student's chronological age, current psychological and achievement tests, any other pertinent data to the assignment of the student. A student received as a transfer from any unaccredited school or home study may not be placed or placed permanently until all evaluations and information is complete.

REQUEST FOR STUDENT RECORDS

Within 48 hours of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months. Students may not be enrolled until this information has been received. In order to best prepare for a new student and thus help the child adjust to a new school more smoothly, students enrolling after 8:00 a.m. will begin attending classes the following school day.

STATEMENT OF PRIOR SUSPENSION, EXPULSION, OR CRIMINAL OFFENSE

The Board of Education requires the parent, guardian, or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether or not the student has been suspended or expelled from school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restriction" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

RESTRICTION FOR ADMISSION – Students Suspended or Expelled From Another District

No student may enroll in a school in the district during a suspension or expulsion from another district if it was determined upon attempt to enroll that the student's conduct would have resulted in a suspension or expulsion in this district. If it is determined that such conduct would have resulted in a suspension or expulsion in this district, the superintendent or designee may make such suspension or expulsion from another district effective. If it is determined that such conduct would not have resulted in a suspension or expulsion in this district, the superintendent or designee shall not make suspension or expulsion from another district effective.

Prior to enrollment of any student who is under suspension or expulsion from another district, a remedial conference will be held.

In accordance with *167.171 RSMo, no student may be readmitted or enrolled in the school district who has been convicted or charged with an act which if committed by an adult would be one of the following:

1. First degree murder under *565.020, RSMo;
2. Second degree murder under *565.021, RSMo;
3. First degree assault under *565.050, RSMo;
4. Forcible rape under *566.030, RSMo;
5. Forcible sodomy under *566.060, RSMo;
6. Robbery in the first degree under *569.020, RSMo;
7. Distribution of drugs to a minor under *195.212, RSMo;
8. Arson in the first degree under 569.040, RSMo;
9. Kidnapping, when classified as a class A felony under *565.110, RSMo;

Nothing in this section shall prohibit the re-admittance or enrollment of any student if a charge has been dismissed or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to a student's disability.

EQUAL EDUCATIONAL OPPORTUNITY

Cassville Primary/Intermediate School will provide an educational environment for equal educational opportunities for all student educational programs, services and extracurricular activities will be designed to the varying needs of all students, and not discriminate against any individual for reasons of race, creed, color, sex, national origin, economic status, or disability.

ALTERNATIVE METHODS OF INSTRUCTION (AMI)

The Cassville R-IV School District has worked through a collaborative process to implement an Alternative Method of Instruction (AMI) plan to be utilized for up to 5 days when school is closed due to a health concern, inclement weather, flooding, exceptional emergency circumstances, or other

natural disasters. The goal of the AMI plan is to embed 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. We will notify all parents/guardians, as we have in the past, via school outreach calls/text and social media postings in the event of school closures and use of AMI days.

TITLE IX DISCRIMINATION POLICY

The Cassville R-IV School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator, the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The District Title IX Coordinator is:

Dr. Traci Mitchell

tmitchell@cassville.k12.mo.us

417-847-2221

VIRTUAL INSTRUCTION/MOCAP

Information about Cassville R-IV School Virtual Instruction/MOCAP policies and request forms, please refer to our district website at www.cassville.k12.mo.us

Attitude

Positive Behavior Support
Stop, “Paws”, and
Be Safe
Be Respectful
Be Responsible
Be A Learner

K-5

Discipline Expectations

2024-2025

CLASSROOM AND SPECIAL CLASS EXPECTATIONS:

1. Follow line up procedure: (1.) Stand up (2.) Push chair in (3.) Line up quietly
2. Keep hands, feet, and other objects to yourself.
3. Follow signals and directions.
4. Use appropriate language-kind words only!
5. Be responsible for your own behavior.
6. Keep your area clean.
7. Complete and turn in work on time.
8. Try your best.

HALLWAY EXPECTATIONS:

1. Walk on the right-hand side of the hallway.
2. Face forward
3. Yield to other classes in the hallway.
4. Voice level 0.
5. Keep your hands at your sides.
6. Go directly to class.
7. Keep hallways clean.
8. Watch, listen and follow teacher directions.

RECESS EXPECTATIONS:

1. Stay in fenced in area.
2. Walk to and from the playground.
3. Listen to all teachers.
4. Line up quickly and quietly.
5. Take turns
6. Use equipment as intended.
7. Use hands, feet, and other objects appropriately.
8. Stop, walk, and talk (I statements)

BATHROOM EXPECTATIONS:

1. Keep water in the sink.
2. Wash hands carefully.
3. Walk in the bathroom.
4. Allow others privacy.
5. Flush the toilet.
6. Get in and out and NEVER shout.
7. Drinks: 3, 2, 1 done.

8. Towels placed in the trash can.
9. 1 push of the hand dryer.
10. Use things appropriately.

CAFETERIA EXPECTATIONS

1. Sit with feet in front of you, bottom on seat, facing table.
2. Walk
3. Listen and follow directions.
4. Use voice level 1.
5. Say please and thank you.
6. Get what you need when you go through the line.
7. Clean up your mess.
8. Try new things.

BUS EXPECTATIONS:

1. Follow directions
2. Sit with feet in front of you, bottom on seat and facing forward.
3. Keep hands, feet, and other objects inside the bus.
4. Do not yell or scream.
5. No food or drinks on the bus.
6. Keep the bus clean.
7. Report damage to your driver.

DIGITAL CITIZENSHIP:

1. Carry closed computer with both hands.
2. No food or drink near computers.
3. Wear headphones
4. Only touch your personal computer.
5. Only visit allowed websites.
6. Plug the computer in when finished.
7. Get logged in quickly.
8. Stay on task.

Cassville Primary/Intermediate discipline will follow Board Policy: JG, JG-R, JGA, JGC, JGD, JGE, JGF, JFCF.

PROHIBITED BEHAVIORS: IMMEDIATE/AUTOMATIC OFFICE VISIT

1. Assault – verbal or physical threat or action against another person.
2. Profanity
3. Talking back to those in authority
4. Deliberate classroom disruption
5. Fighting
6. Drug possession
7. Theft – stealing property of another person or the school
8. Threats or intimidation of students or staff members
9. Bus misconduct

10. Sexual harassment
11. Vandalism of school or private property
12. Possession of weapons on school grounds or on school bus.

THREATS OF VIOLENCE

Cassville Primary and Cassville Intermediate Schools have a zero tolerance for threats of any kind including written, verbal or physical. All confirmed threats will receive an automatic 10 day Out of School Suspension. Following the initial suspension an administrative review will be held between the suspending administrator and the superintendent to determine if the suspension should be extended, maintained, or reduced. Parents/guardians will be notified of the findings following the review.

CONSEQUENCES INCLUDE, BUT ARE NOT LIMITED TO:

Time Out	Parent Note	Parent Phone Call
Expectation writing	Loss of Special Privilege	Expulsion
In-School Suspension	Out-of-School Suspension	Corporal Punishment

BULLYING AND HAZING

In order to promote a safe learning environment for all students, the Cassville R-IV School District prohibits all forms of hazing, bullying, and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined including, but not limited to suspension or expulsion from school and removal from participation in activities.

DRESS CODE

All aspects of dress and personal appearance are extremely important in developing the best atmosphere for educational attainment. Students are expected to keep themselves well-groomed and neatly dressed at all times. Dress and appearance must not present health or safety hazards or be indecent, disruptive, distractive, or inappropriate for the classroom. Final decision as to the appropriateness of wearing apparel will be at the discretion of the principal. Due to the ever-changing trends in fashion, the administration reserves the right to modify the dress code as needed.

OUT OF SCHOOL SUSPENSION

Out-of-school suspension is used when very severe measures are needed. Students will not be given credit for assignments missed while serving out-of-school suspension.

The building principal will assign:

In School Suspensions and Out of School Suspensions

CORPORAL PUNISHMENT

Corporal punishment is the use of physical force as a method of correcting student behavior. Corporal punishment, as a measure of correction or of maintaining discipline and order in schools, is permitted. However, it shall be used only when all other alternative means of discipline have failed, and then only in reasonable form and upon the recommendation of the principal. Corporal punishment shall be administered only by swatting the buttocks with a paddle.

K-5 Office Managed Disciplinary Actions 2024-2025 Classroom Policy

Offense	Documentation	Consequence
First Offense	Conference With Student/Call Parent/Lumen/Letter Home	3 days of Recess Detention
Second Offense	Conference With Student/Call Parent/Lumen/Letter Home	5 days of Recess Detention
Third Offense	Conference With Student/Call Parent/Lumen/Letter Home	*Parents have the option to "opt in" with corporal punishment Or 2-3 days of ISS
Fourth Offense	Conference With Student/Call Parent/Lumen/Letter Home	3-5 days of ISS
Fifth Offense	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	*Parents have the option to "opt in" with corporal punishment Or 1-3 days of OSS
Sixth Offense	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	3-5 days of OSS
Seventh Offense	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	5-10 days of OSS
Eighth Offense	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	10-Long Term OSS

Bus Policy

Offense	Documentation	Consequence
First Offense	Conference With Student/Call Parent/Lumen/Letter Home	3 days of Recess Detention/or Warning
Second Offense	Conference With Student//Call Parent/Lumen/Letter Home	Write Bus Rules/ 3 days of Recess Detention
Third Offense	Conference With Student/Call Parent/Lumen/Letter Home	*Parents have the option to "opt in" with corporal punishment Or Short Bus Suspension (1-3 Days) OR ISS
Fourth Offense	Conference With Student/Call Parent/Lumen/Letter Home	Short Bus Suspension (3-5 Days) OR ISS
Fifth Offense	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	*Parents have the option to "opt in" with corporal punishment Or Short Bus Suspension (5-10 Days)
Additional Bus Problems	Conference With Student/Call Parent/Lumen/Letter Home/Parent Visit	Long Term Suspension or Permanent Removal From the Bus

*Corporal Punishment "Opt-In" Form signed by parent

*Extreme/dangerous student behaviors or physical violence toward students or staff will result in administrative intervention. Depending on severity, this intervention may result in an alternative placement outside of the school setting or expulsion.

EARLY CHILDHOOD

Cassville R-IV School District has pre-school programs for families with children under 5 years of age.

PARENTS AS TEACHERS - for parents with children from birth to age 3.

Contact person: Mindi Gates, PAT Supervisor, 847-2445.

EARLY CHILDHOOD CLASSES - for 3 & 4-year-old children.

Contact: Mindi Gates, Primary Principal, 847-2445

Kendale Ellis, Director of Special Services, 847-4008.

PARENTS AS FIRST TEACHERS

Babies are born to learn. However, they don't come with a set of instructions. Parents as First Teachers, which originated in Missouri, is based on the philosophy that parents are their children's first and most influential teachers.

In their beginning years, children learn more and at a much faster pace than at any other time in their lives. Through Parents As First Teachers, parents acquire the skills to help make the most of these crucial early-learning years. The program covers child development from birth to age three and beyond, and suggests parent activities that encourage language and intellectual growth, curiosity, and social skills.

Parents as First Teachers works with all parents in the following ways:

- **PERSONAL VISITS:** A certified parent educator, trained in child development and home visiting, comes to each family's home. The educator helps parents understand each stage of their child's development and offers practical tips on ways to encourage learning. Parents discover that simple, everyday activities – meal time or a trip to the grocery store – are opportunities to develop their child's basic skills.
- **GROUP MEETINGS:** Here, parents find out they're not alone. Programs schedule times for parents to get together, to gain new insights and to share their experiences, common concerns and successes. Group meetings also provide families the opportunity to participate in parent-child activities.
- **SCREENINGS:** Parents as First Teachers offers periodic screening of overall development, language, hearing and vision. The goal is to provide early detection of potential problems to prevent difficulties later in school.

Parents as First Teachers is a free, voluntary program for all families who have a child from birth to age three. For more information, contact Mindi Gates, 847-2445.

FIELD TRIPS

Each year as part of our school curriculum every grade level has a scheduled field trip. Listed below are special regulations for traveling to and from that trip.

- Only school personnel are allowed to ride the bus on primary/intermediate field trips.
- Parent permission must be given in writing before a child is allowed to attend a field trip.
- Any student attending a field trip **must** ride to the field trip on the bus, but may ride home with his/her parents if the parents sign the student out with the supervising teacher.
- A child **may** ride home with another child's parents or with family friends if a note has been sent prior to the field trip giving the student permission.

LOST AND FOUND

If your children misplace sweaters, jackets, lunch boxes, etc., please check with our "Lost and Found" supply. Each school year many good clothing articles remain unclaimed. Call or come by to claim missing articles. **Please label ALL your child's belongings for easier identification.** Following each quarter, all unclaimed items will be donated to local agencies.

LUNCH

A nutritious lunch will be prepared daily by the school cafeteria staff. We hope your children will take advantage of these well-balanced meals.

Extra milk may be purchased for each day. Many of our older children enjoy having two cartons of milk with their lunch.

Snack milk will be available for your children also. The cost for this milk will be the same as that for extra milk and is an additional charge not covered in the free/reduced lunch program. (You may want to send a snack to eat with the snack milk.)

Your children will be bringing home applications for free or reduced lunches. We encourage all families to complete and return free/reduced lunch applications to help identify families that need such services. Completion of this form also helps our district apply for grants that will benefit our students.

Cassville School's health services will follow Board Policy: JHC

SAVE THIS IMPORTANT NOTICE

Dear Parent:

Head lice infestations continue to be a problem in our community. Lice are highly communicable and difficult to prevent, but if every parent will take the responsibility to **CHECK A HEAD** and screen the entire family often, these parasites can be prevented or detected early and controlled. This is often a frustrating problem to deal with, but the following information should help you to identify and treat your child for head lice safely and thoroughly.

How Do You Get Lice

Head lice have been a parasite of humans since recorded time. Many people associate lice with unclean people or homes. This is not true in the case of head lice. Frequent bathing or shampooing will not prevent lice nor eliminate them once they are established. Lice cannot jump or fly, and are usually transmitted by contact with infested persons, their clothing, or their comb or brush. Children should be warned against sharing hats, clothing or grooming aids with others. Household pets do not transmit lice.

What To Look For

Lice are small insects about the size of a sesame seed. They are usually light brown but can vary in color. They move quickly and shy away from the light, making them difficult to see. Diagnosis is more often made on the basis of finding nits (eggs). Nits are tiny, yellowish-white oval eggs attached to the hair-shafts. Note: The old quarter – inch from the scalp rule has given way to new evidence suggesting that viable (live) nits may be found at any distance from the scalp. As she deposits her eggs (3-5 per day), the female louse cements them to the hairs, and unlike lint or dandruff, they will not wash off or blow away. Haircasis or pseudo-nits are often mistaken for lice eggs. (Photo on the reverse shows the difference.) Nits may be found throughout the hair, but are most often located at the nape of the neck, behind the ears, and at the crown. A magnifying glass and natural light may help when looking for them. Distinguishing dead nits from live nits is not productive since the presence of ten dead nits does not guarantee that the eleventh won't be viable.

Symptoms of Infestation

The itching that occurs when lice bite and suck blood from the scalp is a primary symptom of infestation, although not everyone will experience the itching. Children seen scratching their heads should be examined at once. Often red bite marks or scratch marks can be seen on the scalp and neck. In severe infestations, a child may develop swollen glands in the neck or under the arms.

Treatment of the Individual

Safety must come first when using pesticides. Before a family member is treated, all should be examined. Only those showing evidence of infestation should be treated. Treat them at the same time to prevent re-infestation from one family to another. Individual treatment involves the use of a pediculicidal product and the use of a combing tool manufactured for the purpose of nit removal.

Proceed as follows:

1. Remove the child's shirt and provide a towel to protect eyes. Do not treat in the bathtub or shower, but have the child lean over the sink (this confines the lice product to the scalp/neck.)
2. Use one of several louse remedies available at your pharmacy. Some are available by prescription; some over the counter. Consult your pharmacist or physician if you are pregnant, nursing, have allergies, using medication, or discover lice/nits in the eyebrow or eyelashes. No pesticide should be used in the eye area. Avoid applying pesticides when there are open wounds on the scalp of the person to be treated or on the person who will apply the product.

Olive Oil Treatment

The National Pediculosis Association recommends the use of olive oil to smother and kill head lice. After using pediculicidal shampoo, use the following olive oil treatment.

Apply olive oil to the hair and cover with a plastic shower cap. Leave this on overnight. The next morning, comb through the hair with a good metal nit comb, before washing out the oil.

After this initial olive oil treatment to be effective, repeat the treatment on the 5th, 9th, 13th, 17th, and 21st days. These dates have been carefully timed to coincide with the life cycle of the louse. Be sure not to miss any of these days or, chances are, you will have to start over.

Remember to continue to check your student for lice and nits, even after the treatments have been completed.

PRESCRIPTION MEDICATIONS

When an elementary school student is to receive medication during school hours, the parent or guardian must bring the medication in the original prescription bottle plainly marked with:

1. Student's name
2. Physician's name
3. Date
4. Name of medication
5. Dosage and time of administration

We must have written permission from the parent or guardian to give the medication. The permission note must include:

1. Student's name
2. Physician's name
3. Date
4. Name of medication
5. Dosage and time of administration
6. Parent's signature

Send no more than one week's supply at a time, unless other arrangements have been approved by the school nurse. (*Refer to Policy JHCD*)

NON-PRESCRIPTION MEDICATIONS

Over-the-counter medications for colds, coughs, headaches, etc. will be given when accompanied by a written request by a parent or guardian. This request must include the date, dosage, and time medication is to be given. All medicines must be properly identified. If it is necessary for a child to take a daily

non-prescription medication such as aspirin for rheumatoid arthritis, a request from the parent or guardian and also a request from the physician must be provided. The request from both should include the same information as required for **PRESCRIPTION MEDICATIONS** above. A parent may not send any medications in envelopes, plastic wrap, etc. All medicines must be in original containers. Your pharmacist will provide extra, properly marked containers at your request. Administration of medicines will be the responsibility of the school ONLY if the school's policy is followed.

Any student found with medication or drugs of any kind once at school will have that medication taken from him/her, and the parents will be called to ensure that student's safety.

Any child who receives an injury at school or becomes ill at school will be sent to the nurse. The

nurse will contact the parents to pick up the child if she feels it is necessary to do so. You may contact the nurse by phoning 847-1286 primary nurse's office or 847-4040 intermediate nurse's office.

PARTIES

There will be scheduled parties for your children at school. Parties include Valentine's Day, Christmas and special times involving classroom events.

Parents may wish to send treats to school to celebrate a child's birthday. This is perfectly acceptable. However, the teacher needs to be contacted in advance and the treats need to be brought to the office and office staff will deliver the birthday treats to the child's classroom during **regular snack time**.

FOR SAFETY

Only pre-packaged/store purchased treats are allowed for class distribution for birthdays or class parties.

Parents may have flowers sent to school to their children for their birthdays. We will be glad to deliver them to your children.

SAFETY

Students are to go directly home at the end of each school day unless there is a school sponsored activity or by the request of a teacher or parent. Students who do not go to the after-school program **are not to wait at school for parents to pick them up after school hours.**

VISITORS

All visitors to the campus **must** report directly to the principal's office. Messages will be delivered to the student's classroom by office personnel. Office personnel will send for students upon request by a verified parent or guardian.

If you must go to the classroom, permission must be given by office personnel prior to your doing so.

PROHIBITED ITEMS

Roller blades, skates (including those built into tennis shoes), scooters, cell phones, smart watches, electronic games and trading cards are prohibited in the primary school. Backpacks with handles and wheels must be worn on the student's back. Extension of the handle is prohibited.

Students are prohibited from buying or selling any type of item at school.

WRONG AND HARMFUL STATEMENT

All Cassville R-IV students will be educated in a learning environment that is safe, drug-free and conducive to learning.

PROGRAMS FOR HOMELESS STUDENTS:

The Cassville R-IV School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with the state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are individuals who lack a fixed, regular and adequate residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one (1) of the above-described circumstances.

FILE: IGBCA Critical

SERVICES:

Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before-and-after school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate

program within a school based on the students' status as homeless.

DISTRICT READING PROGRAM:

Cassville Primary/Intermediate reading programs will follow board policy: IL-AP

K-5 Reading Program

A balanced approach to literacy through MRI (Missouri Reading Initiative) involving both Readers and Writers Workshop will be implemented in kindergarten through 5th grade. Student learning will focus on common grade level learning targets through differentiated materials. This allows students to progress towards common goals through different materials.

Secondary Reading

Middle school and high school courses incorporate the use of literature-based materials to improve reading skills. The development of vocabulary, critical-thinking, understanding language, speaking, listening, and writing are emphasized. The Accelerated Reader program is also used as a tool to increase reading comprehension and reading speed.

Accelerated Reader (AR) Program

In conjunction with the reading series, the AR program is used as a motivational tool to encourage recreational reading and to assist students in selecting books that are appropriate for their reading level. It is a computerized reading management program that provides accountability while giving Teachers are a powerful tool to assess individual achievement and monitor reading practice. The AR The program is implemented district-wide, 3rd grade through 5th grade.

Writing Program

As reading and writing are interconnected, an age appropriate writing program has been incorporated into the communication arts curriculum at each building. The primary & intermediate schools use Writer's Workshop.

Reading Interventions

Students experiencing reading problems may be referred to the building Response to Intervention Team (RTI). After analyzing student data, the committee will recommend further interventions and strategies for improving reading performance.

Title 1 Program

Through the Title I program, reading services are provided for students in kindergarten through the fifth grade who meet eligibility criteria. Students who qualify for the pullout program receive small group instruction from a certified reading specialist. The push-in program includes teacher assistants who work with identified students in the base-room. Before and after school tutoring is provided by certified teachers who instruct identified students, either individually or in small groups.

Special Education

Upon meeting criteria to be diagnosed as disabled, the student receives special services. Each student's IEP guides the specific skills that are taught within the special education classroom; therefore, different resources are utilized to provide effective reading instruction. (*Policy IGBA*)

READING ASSESSMENTS:

Preschool

- The Brigance 3-year old screening and 4-year-old screening is given to all first-year students in the preschool program.
- The Brigance 5-year-old screening is given to all second-year students who are transitioning into kindergarten.
- Vision and hearing are screened and monitored through the nurse and preschool program.
- During fall and spring conferences, parents will be informed of their child's pre kindergarten readiness skills.
- Family activity nights are held to address developmentally appropriate skills.

Kindergarten

- The Brigance 5-year-old screening will be administered to all incoming kindergarten students.
- All Kindergarten students will be given the Kindergarten Entry Assessment (KEA) within the first 30 days of the start of school.
- During fall and spring conferences, parents will be informed of their child's pre-reading abilities, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- DRA (Developmental Reading Assessment) is administered at the end of the school year.
- iReady Reading Assessment
- Promotion may be contingent on summer school attendance and performance.

Grade 1

- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- Individualized interventions will be implemented as needed.
- DRA is administered three times a year.
- iReady Reading Assessment
- Promotion may be contingent on summer school attendance and performance.

Grade 2

- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- Individualized interventions will be implemented as needed.
- DRA tests will be administered three times a year.
- iReady Reading Assessment
- Promotion may be contingent on summer school attendance and performance.

Grade 3

- Individualized interventions will be implemented as needed.
- iReady Reading Assessment
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- During the March conference, parents will be informed if their child is reading below the 2nd grade level.
- The communication arts section of the Missouri Assessment Program (MAP) will be administered to all students.
- A reading improvement plan will be developed for each student reading below the 2nd grade level. This will be implemented during summer school and or during the 4th grade. The reading improvement plan will include 40 hours of summer school reading instruction and or 30 hours of reading instruction or reading practice outside the regular school day.
- Promotion may be contingent on summer school attendance and performance.

Grade 4

- iReady Reading Assessment
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- During the 4th grade year, the reading plan will be continued or implemented. The student will receive 30 hours of reading instruction or reading practice outside the regular school day.
- The school will continue to monitor reading progress.
- At the end of 4th grade, students reading below 3rd grade will be required to attend summer school and receive 40 hours of reading instruction. At the end of summer school, the student's reading level will be assessed again; and if the student still reads below 3rd grade level, he or she will be retained.
- The district will notify the parents or guardians that their child will not be promoted to 5th grade.
- Promotion may be contingent on summer school attendance and performance.

Grade 5

- iReady Reading Assessment
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- During the 5th grade year, the reading plan will be continued or implemented. The student will receive 30 hours of reading instruction or reading practice outside the regular day.
- The school will continue to monitor reading progress.
- All students will be assessed with the Gates-MacGinitie to determine reading progress.
- At the end of 5th grade, students reading below 4th grade will be required to receive 40 hours of reading instruction during summer school.
- Promotion may be contingent on summer school attendance and performance.

Promotion/Retention/Acceleration of Students:

Please refer to board policy IKE in regards to the promotion, retention, and/or acceleration of students.

WELLNESS POLICY:

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based. For the most current information on our Wellness Policy, please visit:

<http://cassville.k12.mo.us/>

Every Student Success Act (ESSA) COMPLAINT PROCEDURES

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

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

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

Complaints filed with the LEA are to be investigated and attempted to be resolved according to 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?

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

9. How will appeals to the Department be investigated?

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

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

Revised 4/17 2 In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

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

BOARD POLICY

All Board of Education policies can be found on our district website at: www.cassville.k12.mo.us

Board Policy AC: Prohibition Against Illegal Discrimination Harassment and Retaliation

Board Policy IGBA: Special Education

Board Policy ACA: Sexual Harassment Under Title IX

The District Title IX Coordinator is:

Dr. Traci Mitchell

tmitchell@cassville.k12.mo.us

417-847-2221

Board Policy IGBA-1: Special Education

Board Policy IGBCA: Homeless

Board Policy IGBCB: Migratory

Board Policy IGBH: English Learners

Board Policy GBH: Staff/Student Relations

Board Policy GBL: Personnel Records

Board Policy IL: Assessment Program

Board Policy KB-AP1: Public Information Program

Board Policy EFB: Free and Reduced Lunch Program

Board Policy JO: Student Records

Board Procedure JO-AP1: Student Records

Board Policy JHC: Student Health Services and Requirements

Board Policy JHCB: Immunization of Students

Board Policy JHCD: Administration of Medication of Student

Board Policy JHDA: Surveying, Analyzing or Evaluating Students

Board Policy KI: Public Solicitations/Advertising in District Facilities

Board Policy IGAEB: Sexual Health Instruction

DESE Trauma-Informed Schools Initiative

Board Policy JFG: Searches of Students

Board Policy JFCI: Student Drug Testing

Board Policy JFCF: Bullying

Board Policy JFCH: Student Alcohol/Drug Abuse

Board Policy JFCJ: Weapons in School

Board Policy JG: Student Discipline

Board Policy JGA-2: Corporal Punishment

Board Policy JGE: Discipline of Students with Disabilities

Board Policy JGF: Discipline Reporting and Records

Board Policy JHDF: Suicide Awareness and Prevention

Board Policy IGCD: Virtual Courses

Board Policy JHCB: Immunization of Students

Cassville Primary School Supply List 2024-2025

Preschool Supply List 2024-2025

2 boxes of Crayola Brand 8 count **LARGE, WASHABLE** crayons
 1 box of Crayola Brand 10 count **WASHABLE** markers
 2 cans of Playdough (any color)
 4 glue sticks
 1 bottle Elmers Glue
 1 box gallon Ziploc bags (girls only)
 1 box quart Ziplock bags (boys only)
 1 package 3oz. plastic bathroom cups
 2 boxes of Kleenex
 1 plastic pocket folder (**Morning class-green, Afternoon class-blue**) *
 1 backpack large enough to hold the pocket folder (**NO WHEELS**) *
Please put your child's name on the backpack and the folder

Kinder Academy Supply List

3 boxes of crayons
 6 glue sticks
 2 expo markers
 1 box of washable markers
 1 Pair of child's FISKARS scissors
 1 pair of over the ear headphones (no earbuds or Bluetooth)
 1 Plastic art box
 4 boxes of facial tissues
 2 plastic folders with brads
 1 package of plastic spoons-Girls
 1 package of paper plates - Boys
 Backpack

2nd Grade School Supplies List

2- Large Boxes Facial Tissues (Do Not Open)
 2- Large Pink Erasers
 36-#2 Wooden Pencils (Not Decorative)
 8- Glue Sticks
 4-Boxes Crayola Brand 24 Count Crayons
 1- Tote Bag/Backpack-**Large Enough to Carry Library Books- No Wheels**
 1- PLASTIC School Box (5x8 No Longer)
 6- Plastic Folders with Brads and Pockets; 1 red, 1 yellow, 1 blue, 1 green, 1 black and 1 purple
 1 plain ½' binder with a pocket
 1- 4 pack Expo Markers (Dry Erase)
 1 pair of FISKARS scissors with metal blades
 1- Container Disinfecting Wipes (NO Baby Wipes)
 1- Set Headphones (No Earbuds or Bluetooth)
 2- Composition Notebooks (Wide Ruled)
Boys- 1 Box Gallon Zip-Lock Bags
Girls- 1 Box Quart Zip-Lock Bags

Kindergarten supply list

1 pair of OVER-THE-EAR Headphones (earbuds do not fit)
 1 packages of Clorox Wipes
 4 boxes of 24 count **Crayola Crayons** (Crayola brand)
 1 4oz. Bottle of Elmer's Washable School Glue
 8 Glue Sticks
 1 pair of FISKARS scissors with metal blades
 1 pink eraser
 1 LARGE backpack: LARGE enough to hold a winter coat (students can use backpacks from previous year).
 1 Pkg of **Crayola Washable Markers MUST BE WASHABLE**
 4 zipper pouches with 3 holes for a binder (cloth, not plastic)
 2 boxes of facial tissues
 4 **PLASTIC** pocket folders with brads (any color)
 1 Pkg of **24** ct. Pencils sharpened
 4 black EXPO markers (student use)
 1 box of quart or sandwich Ziploc Slider bags (Boys)
 1 box of gallon Ziploc Slider bags (Girls)

1st grade supply list

4 boxes of crayons
 2 composition notebook
 1 package of pink erasers (2 count)
 24 pencils
 4 plastic folders with brads and pockets
 1 pair of scissors
 6 glue sticks
 1 pencil box
 1boxes of thin line Crayola markers (10 count)
 4 pack Expo dry erase markers
 2 containers Clorox wipes
 1 pair of headphones no earbuds or Bluetooth please
 2 boxes of kleenex
 1 box storage bags (girls/gallon, boys/quart)

Cassville Intermediate School 2024-2025 Supply Lists

<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
3 - pkg #2 pencils (wooden) 1 – pkg pencil top erasers 2 - pkg of 4 glue sticks 2 - boxes 24 ct. crayons 1 - Large pencil pouch or art box for school supplies 4 - composition books (NO spirals-wide ruled) 3 - 3 prong folders (1-red, 1-green, 1-blue) 1 - Expo marker 1 - disinfectant wipes 1 - set headphones or earbuds 1 - 1 Three-ring binder 1 - pair scissors 2 – boxes of facial tissues Boys – 1 box gallon size zip-lock bags Girls – 1 box sandwich size zip-lock bags Students will also need a backpack to bring to school each day.	4 - pkg. #2 pencils (wooden) 1 - pair scissors 2 - box 12 ct. colored pencils 6 - 3-prong 2 pocket folders (1 red -1 blue- 1 green - 1 purple -1 yellow -1 orange) 1- pkg. 4 or more dry erase markers 2 - pkg. (2) glue sticks 3 - composition notebooks (100 Page count) (No wire spirals) 2 - set of over the ear headphones (<u>no Bluetooth</u>) 1 - box gallon size bags 2 - boxes facial tissues 1-1 ^{1/2} inch View Binder 3 ring Notebook (with Pockets) 1-Lrg container of disinfectant wipes 1- Pkg. Pencil Top Erasers 1- Lrg pencil pouch No School Box	4 - 12 pkg. #2 pencils (wooden) 2 - boxes 12 ct. colored pencils 1 - 1 ^{1/2} inch 3 ring binder 1 – 2 inch 3 ring binder 1 - Composition Book 1 - pocket folders without prongs 1 - pair scissors 1 pkg. Glue sticks 1 - set headphones or earbuds 1 pkg. 8-tab dividers 1 pencil pouch 2 boxes of Kleenex 1 box gal. size bags - girls 1 box quart size bags - boys

wooden pencils are preferred for all intermediate students.

Students may need to purchase more pencils toward the end of the school term

NO Trapper Keepers PLEASE

Headphones will be placed in a plastic bag with the student's name. Students should be able to use headphones from yr. to yr.

Student immunizations need to be current.