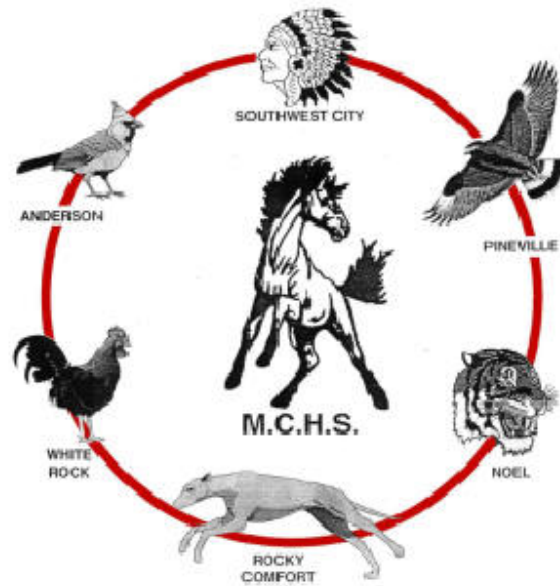


McDonald County R-1



Elementary (Pre K - 8) Handbook 2009-2010

TABLE OF CONTENTS

Welcome	2	
McDonald County R-1 Mission Statement	2	
CSIP Goals	2	
Administrative Staff McDonald Co. R-1 School District	3	
Academic Standards	4	
Assemblies	4	
Attendance K-8	4	
Bus Transportation	6	
Cafeteria	10	
Clubs	10	
Co-Curricular and Extra Curricular Activities	10	
Conferences	12	
Confidentiality	12	
Dances	12	
Distribution of Materials	12	
Dress Code	13	
Emergency Closing	13	
Emergency Drills	13	
Emergency Procedures	13	
Enrollment	14	
Field Trips	15	
Fines	15	
Fund Raising	15	
Hall Traffic	15	
Health Services	15	
Leaving Campus	18	
Lockers	19	
Lost/Found	19	
Notice of Nondiscrimination	19	
Notice Regarding the Management of Asbestos	19	
Parents Right to Know	20	
Pets	20	
Pictures	20	
Prohibited Articles	21	
Promotion and Retention	21	
Public Notice-FAPE	21	
School Supplies	22	
Solicitation	22	
Student Awards and Recognition	22	
Student Discipline	23	
Anti-Gang/Secret Societies	32	
Student Expectations Regarding Privacy	33	
Student Records and Right to Privacy	33	
Telephone	33	
Visitors	33	
Juveniles and the Law	34	
Curriculum Objectives	38	
		ENCLOSURES
		*Arrival and Dismissal Time
		*Directory of Staff
		*Free and Reduced Meal Form
		*Handbook Verification Sheet
		*Insurance Form
		*School Supply List
		*Technology User Policy

WELCOME

On behalf of the faculty and staff, we would like to welcome you to the McDonald County R-I School District. It is our hope that the classes and activities provided to students will motivate and challenge them throughout the school year. The McDonald County R-I School District provides a comprehensive academic program accompanied by a competent and concerned professional staff. The information in this handbook will get you acquainted with the rules and regulations of the McDonald County R-1 School District. With the many activities and functions at school, parents are encouraged to become actively involved. A successful school experience depends on all of us being committed to the same goal, and working together to accomplish it.

MISSION STATEMENT

The McDonald County R-1 School District is committed to providing a challenging and comprehensive educational program responsive to the needs of all students.

CSIP GOALS

1. To Improve Student Performance
2. To Employ and Retain High-Quality Staff
3. To Provide Appropriate Facilities, Support Services, and Instructional Resources
4. To Increase Parent and Community Involvement
5. To Govern the District Efficiently and Effectively

Administrative Staff McDonald County R-1 School District

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Deborah Pearson	Principal, Noel Primary, PreK-2 14762 West State Hwy 90, Noel, MO 64854	417-475-3900
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Donna Waters Jeff Wilkie	Principal, Pineville Elementary, 3-8 Assistant Principal / District Athletic Director 202 East 8 th Street, Pineville, MO 64856	417-223-4346
Cyndee Undernehr	Principal, Rocky Comfort Elementary, PreK-8 14814 E. State Hwy. 76, Rocky Comfort, MO 64861	417-628-3781
Deborah Wolin	Principal, Southwest City Elementary, PreK-8 411 Academy Street, Southwest City, MO 64863	417-762-3251
Adam Lett Tom Henry	Principal, White Rock Elementary, PreK-8 Assistant Principal 119 White Rock Road, Pineville, MO 64856	417-226-4446

ACADEMIC STANDARDS

GRADING POLICY

90-100	EXCELLENT WORK	A
80-89	ABOVE AVERAGE WORK	B
70-79	AVERAGE WORK	C
60-69	BELOW AVERAGE WORK	D
Below 60	UNSATISFACTORY WORK	F

A progress report will indicate the grade earned to that point in the semester. The grade will be based on the percent of the student's cumulative points on all assessments recorded up to that date.

A final semester grade will be assigned at the end of the 18 weeks. The grade will be based on the percent of the cumulative points on all assessments recorded throughout the semester.

Progress reporting to parents will occur every 4 weeks. Grades will be cumulative, assigned and reported to parents at the end of each semester with two semesters required to complete a year of study.

Deficiencies will be mailed for all students with a D and/or F.

ASSEMBLIES

At all times the students' behavior should be respectful. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include, but is not limited to, whistling, stomping bleachers, uncalled-for-clapping, boisterousness, and talking during the assembly and/or program. The following rules will be observed:

1. Students will sit in groups as designated by the teacher and/or principal.
2. All students will enter the gymnasium and/or commons area promptly, quietly be seated, and refrain from unnecessary noise throughout the assembly.
3. Hand clapping is the only acceptable form of applause.
4. Assemblies are learning experiences as well as entertainment. Courtesy and proper conduct must be maintained at all times.

Failure to act properly may result in loss of assembly privileges and/or other punishments.

ATTENDANCE K-8

Please have your child arrive promptly. Attendance and lunch count start immediately and tardiness wastes instructional time. If your child arrives at school late, he/she **must** check in through the office before going to class. If you pick up your child early, you must come in the office and sign him/her out. Any absence, late arrival or early pick-up will prevent a student from receiving a perfect attendance award. A note needs to be sent to school with your child if he/she needs to stay in at recess. If your child needs to stay in longer than 3 consecutive days, a doctor's excuse is required.

The Board of Education has adopted the following attendance policy for all McDonald County Elementary/Jr. High Schools. This policy complies with the compulsory school laws for attendance as specified by the State of Missouri.

A. PHILOSOPHY

Absenteeism hampers educational achievement and is detrimental to academic and vocational success. Parents, students and teachers all share in the responsibility for encouraging regular attendance. This policy will apply to all K-8 students.

B. ABSENCES

- ◆ **Absences are considered unexcused until appropriate documentation is provided.** Examples are: phone call from parent/guardian, note from parent/guardian, doctor's slip.
 1. After a student has missed **four** (4) unexcused days, a letter will be sent to the parents, notifying them the child has missed four days.
 2. After a student has missed **eight** (8) unexcused days, a letter will be sent to the parents, notifying them the child has missed eight days.
 3. When the student has missed his/her **tenth** day, a letter will be sent to the parents.
 4. Student absences exceeding **ten** (10) unexcused days in one semester will be in violation of the district's attendance policy, which may result in retention, referral to Juvenile Authorities, or to Missouri Division of Family Services for parental educational neglect.
 5. Ten (10) Consecutive Day Rule: Any student who has been absent for ten (10) consecutive days will be dismissed from the attendance rolls. The parent(s) will be required to establish an appointment with the principal prior to re-enrolling the students unless previous arrangements have been made.

The documentation of an absence so that it may be excused is the responsibility of the student and parent/guardian. Professional documentation may include (but not limited to): doctor, dentist, legal appointments, and funerals. The absence of any student sent home ill from school by the school nurse or by the building principal will be considered documented.

Absences that may be excused by this policy and/or the appeal committee are:

- Illness of the student.
- Critical illness or death in the immediate family.
- Time necessary for attending a funeral service of a person whose relationship to the student or family warrants such attendance may be excused provided prior arrangements have been made with the principal.
- Pre-arranged absences made only through the principal.
- Special circumstances as determined by the school.

C. SUSPENSION/TRUANCY

A student who is suspended out-of-school for a disciplinary problem for any number of days will have that number of days charged against the total of ten (10) days as permitted by policy.

A student who is truant for any number of days will have that number of days charged against the total of ten (10) days as permitted by this policy. All days truant are unexcused.

D. TARDIES/EARLY PICK-UP

1. Any student arriving to school after the morning bell rings is considered tardy.
2. Any student leaving school prior to the dismissal bell is considered an early pick-up.
3. Both are to be discouraged and will prevent a student from receiving perfect attendance.

E. MISSED ASSIGNMENTS DUE TO ABSENCES

The make-up work policy for students will be as follows:

1. The student will be given the number of days missed plus one day to make up all work missed when absent. The teacher and/or administration have the option of recording a zero for the student if these missed assignments are not completed on time.
2. If the student is present when assignments are given, the work is due upon the date of return, unless there is a later due date.
3. Students who are absent on a test day, will take the test on the day they return to class if the test has been previously announced.
4. Administration may waive or modify any or all of this policy.

If parents desire to obtain schoolwork for their son/daughter who is absent, they should contact the office. Ample time is requested to allow teachers sufficient time to write out specific assignments.

BUS TRANSPORTATION

The goal of the McDonald County R-I School District is to provide the students of this District with a safe and secure transportation program. This goal can only be achieved through the combined efforts of school, students and parents. Involvement from all parties is critical to the success of the program.

The privilege of receiving transportation services is dependent upon meeting behavioral expectations. Because privileges can be revoked, student knowledge of expectations is essential

ELIGIBILITY

According to Board Policy EEA, the following students shall be provided bus transportation services to and from school:

1. Resident students living three and one-half miles or more from school will be entitled to free transportation to and from school.
2. Students who reside in areas that school authorities have judged the walking route to school to be usually hazardous.
3. Upon approval by the Board of Education students who live less than three and one-half miles.
4. Students with exceptional educational needs in accordance with state law and established procedures.

School bus transportation will be limited to transporting the student from the student's home to school and from school back to the student's place of residence. The exception to this policy will allow a student to be discharged at a place other than his/her residence if the point of discharge is on a regularly scheduled bus route, and the requested stop will be the daily point of discharge. A request for this exception must be submitted in written form to the Director of Transportation and/or building principal at least one day prior to the requested exception.

In the event your child will not be riding on a given day, a courtesy call to the bus barn or the child's school with this information is greatly appreciated. Time saved from stopping only at the houses with riders contributes to an efficient bus run. Along this same line, if your child only rides occasionally, please contact the bus barn or your child's school when transportation is needed so the bus can be scheduled to stop.

VIDEO CAMERAS

All buses have been equipped to videotape for the primary purpose of preventing disciplinary problems and vandalism on the bus. Access to and use of the videotapes from buses shall be limited. Only the Director of Transportation, bus drivers, principals, police, Superintendent and Assistant Superintendent of Operations shall be authorized to view the videotape for the purpose of documenting and determining which student(s) may be involved. Disciplinary action may be taken with students based on video documentation. School administrators may authorize pupil services personnel to view segments of a specific tape if viewing the videotape is beneficial to their role in assisting the student. A parent may review a tape in the office of the principal and/or office of the Director of Transportation. The review will only be for a specific day and time and will only focus on the child of that parent.

CO-CURRICULAR ACTIVITIES/TRIPS **(ATHLETICS, BAND, MUSIC, FIELD TRIPS, ETC.)**

Although the bus driver is ultimately responsible for the safety of all who ride the bus, an adult chaperone (school staff or parent) will always be on board during co-curricular trips. The school or parent chaperone is responsible for the management of students on the bus, student attendance counts, and follow-up with parents and/or administrators concerning student behavior problems. Chaperones should check with the driver for driver expectations regarding noise level and student behavior. Students are expected to follow all school rules and regulations. Students who violate these rules and regulations will be disciplined according to the policies of the McDonald County R-I School District.

SCHOOL BUS RULES AND EXPECTATIONS

Students must observe the following rules -

1. Follow directions the first time they are given.
2. The driver is in charge of the bus and students at all times.
3. Students must be on time. The bus cannot wait beyond its regular schedule for those who are consistently tardy.
4. Students should not stand in the roadway while waiting for the bus. If students must cross a roadway in order to enter the bus, the driver will direct the students not to cross the road until he/she signals them to do so. Students must cross ten (10) feet or more in front of the bus to be visible to the driver and passing traffic. For better visibility, students should be encouraged **not** to wear yellow raingear.
5. If a student lives on the side of the road on which the bus stops, he/she should move away from the bus immediately after getting off.
6. Students may bring onto the bus only those items that will fit on their laps without interfering with the seating of other students. Bus aisles must be free of any obstruction so the bus, if needed, could be evacuated without difficulties caused by the aisle being blocked by trash cans, coolers, book bags, band instruments, athletic equipment, etc.
7. Students must be seated before the bus is put in motion and remain seated throughout the trip.
8. The driver will never discharge students at places other than their regular bus stops or at a school, unless authorized by the Director of Transportation, the building principal or his designee. These arrangements will be made before departing the school.
9. Students will not play radios, cassette players, CD players or the like on the bus except with earphones.
10. Cell phones will be turned off while students are riding the bus.
11. Laser pointers will not be allowed on the bus.
12. All rules of conduct that apply on school property also apply on the bus.
13. The emergency door is only to be used in case of an emergency.
14. Students should not create any disturbance on the bus that may distract the driver's attention from his/her driving.
15. The driver is delegated the same authority as the teacher to make and enforce rules for those for whom he/she is responsible through verbal warnings, assigned seats, and private talks.
16. Students are to stay in their seat, with their feet on the floor, while the bus is in motion, keeping your hands, feet and other objects to yourself.

17. Students may not enter the bus eating, drinking, smoking/chewing, shoving or acting boisterous. Food and drink can be approved by the bus driver on activity trips.
18. Safe, courteous conduct is to be demonstrated while riding in the bus. No “horse play” will be tolerated. Loud, unnecessary noise, shouting or scuffling is NOT ACCEPTABLE.
19. Students must not, at any time extend arms or heads out of the bus windows especially when the bus is in motion.
20. Students must not try to get on or off the bus or move about within the bus while it is in motion.
21. The use of tobacco, drugs or alcohol is not permitted on the bus.
22. During hot inclement weather students may drink water on the bus.
23. Keep all harmful or frightening objects, weapons and creatures off the bus.
24. Students must not carry live or dead creatures, firearms (loaded or empty), knives, water guns, skate boards or other objects that can injure or alarm other students or the driver.
25. Students must not carry glass or liquid, unless it remains in a closed lunch box or backpack. (Water in an acceptable container will be allowed when the weather is exceptionally hot.)
26. Students must use trash cans on the bus. Throwing items on the floor, out the window or at other students and/or the bus driver is prohibited.
27. Students are not to puncture, slit, rip, tear, etc. bus seats. Students caught doing so will be removed from the bus until restitution is made or arrangements for restitution are made.
28. Any damage to the bus is to be reported immediately to the bus driver. Damage to a bus by a student will be paid for by that student.
29. Do not be excessively loud, swear, use rude gestures or offensively tease anyone on the bus.

BUS DISCIPLINE REFERRAL PROCEDURES

Proper student behavior is critical to the safe operation of school buses in our school district. Each driver is to discipline passengers through verbal warnings, assigned seats and private talks **FIRST**. If necessary, the bus driver may contact the student’s parents. Then if misconduct continues the following procedures will be implemented.

1. First Offense

The first offense will result in a conference with the principal and the student. A copy of the Bus Conduct Report will be sent home to the parents. If it is a violation of the Student Code of Conduct the appropriate action will be taken.

2. Second Offense

The second offense will result in a Bus Conduct Report being issued to the student. A conference will be held with the student and principal. The parent will be contacted by the building principal and a FIVE (5) day bus suspension from bus transportation may occur.

3. Third Offense

The third offense will result in a Bus Conduct Report being issued to the student. A conference will be held with the student and the principal. The parent will be contacted by the building principal and a TEN (10) day suspension from bus transportation may occur.

4. Fourth Offense

The fourth offense will result in a Bus Conduct Report being issued to the student. A conference will be held with the student and the principal. The parent will be contacted by the building principal. The student may be suspended indefinitely from bus transportation unless reinstated by the Superintendent of Schools or the Assistant Superintendent of Operations.

In the event a student's bus privileges have been revoked and he/she feels the rules have been wrongfully applied, the student may put such grievance in writing and submit it to the Assistant Superintendent of Operations. Upon request, a meeting will be set by the Assistant Superintendent of Operations to hear and discuss the grievance. If the student is not satisfied, an appeal may be made to the Superintendent of Schools for a final resolution.

MISCELLANEOUS

1. Bus riders are discouraged from bringing guest(s) home on buses due to the availability of seating. Parents should make every effort to provide transportation for their child and his/her guest(s). The district realizes that emergencies may arise and it may become necessary for your child to bring a guest(s) home or for your child to go home with another student. If this is the case, it will be your responsibility as a parent to contact your child's school either in written form or by telephone to make arrangements and give permission. The school in turn will provide your child with a "Bus Pass" which they must give to the bus driver.
2. If a student's transportation privileges have been suspended or revoked, the student is responsible for finding alternative means of transportation to and from school. Students who do not find other means of transportation and do not attend school will be considered truant.
3. If a student has been suspended from school, his transportation privileges are also suspended.
4. District vehicles carrying students will be considered extensions of the school environment. Any student whose conduct on district transportation is improper or jeopardizes the safety of other students may be suspended from district transportation services and may be disciplined in accordance with district policy. Uniform rules of conduct and disciplinary measures will be enforced. Students with disabilities will be disciplined according to law.

BUS EVACUATION DRILLS

Emergency evacuation drills on school buses are required for all students in kindergarten through twelfth grade at least once per semester. The first drill must be completed prior to October 31.

CAFETERIA

The school cafeteria is maintained as a vital part of the health program for the school. To encourage good nutrition, a well-balanced breakfast and lunch are offered at a reasonable price. We also have reduced and free breakfasts and lunches for those students who qualify. To help maintain a clean and sanitary environment in which students can enjoy their breakfast and lunch, the following additional rules will apply to the cafeteria:

1. Students will deposit all litter in wastebaskets.
2. Students will return all trays and utensils to the dishwashing area.
3. Students will leave the tables and floors in a clean condition.
4. The school encourages payment by the week or month. No school meals will be charged.
5. All funds collected will be transferred to summer school and/or the following years student's meal account. Funds will not be refunded unless the student transfers out of the district.

Please feel free to contact the food service secretary at your child's school for further information.

CLUBS

All school clubs must be officially recognized by the school in order to meet in the school building and to enjoy the privileges of using facilities. Recognition requires a faculty advisor and the filing of club by laws and membership with the administration.

CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES GENERAL STANDARDS

- **Students must be currently enrolled in a McDonald County R-1 School.**
- **Students must reside in the McDonald County R-1 School District with parents or established guardian or person with whom the student has been living with for one (1) calendar year. (Except foreign exchange students).**
- **Students must meet all MSHSAA eligibility regulations.**
- **Students must meet additional regulations established by the McDonald County R-1 Board of Education.**
- **Students must turn in a signed Mustang Code of Conduct.**

1. ACADEMIC STANDARDS

All students participating in student activities shall meet the Missouri State High School Activities Association requirement:

GRADES 5-8

- Beginning in 5th grade, a student shall have been promoted from the prior grade to participate in any extra curricular activity.

SPECIAL EDUCATION STUDENTS

It is the intent of the Board to ensure that all eligible students in the district who have been identified, assessed and placed in programs for disabled children will have written Individualized Education Plans (IEPs). These plans will provide for appropriate educational experiences using the district's regular education programs as well as special education and related services to meet the student's unique disabling conditions. Each disabled student's IEP will be reviewed periodically for evaluation and re-establishment of the educational plan, if necessary. Graduation requirements and grading scales for exceptional students shall be determined according to the exceptional students completion of the individual plan.

2. SEMESTER OF PARTICIPATION

- All other students are eligible for only two (2) semesters in each grade, beginning with the first semester of entrance in each grade.
- A student who is repeating a grade is not eligible.
- Any student who participates in any part of an interscholastic event, at any grade level, shall count as a semester.

3. ATTENDANCE

- Students must be in attendance the day of an activity unless prior notification for an excused absence is obtained through the building administrator or designee.
- Good daily attendance is encouraged for all students. If in the opinion of the building administrator a student does not demonstrate good daily attendance habits, the administrator may suspend the student from an activity until the student improves his/her daily attendance, tardies, and early dismissals.

4. DISCIPLINE

- Any student who receives formal disciplinary actions by an administrator or the designee shall be ineligible to participate in all activities for the duration of the specified period. Following an out-of-school suspension, students will be placed on probation based on the number of days of suspension. Eligibility to participate and compete must be reinstated by the building administrator.

5. AGE STANDARDS

- A student shall not reach 12, for grade 5; 13 for grade 6, 14 for grade 7; 15 for grade 8; 16 for grade 9; or 19 for grades 10-12, prior to July 1 preceding the opening of school.
- If a student reaches the above ages after July 1 they are considered eligible.

6. PROMOTION STANDARDS

- Students must have satisfactorily completed previous grade level to be eligible for activities.
- Students who have an Individual Educational Plan may be eligible if all the requirements on the plan are completed.

7. PHYSICAL EXAMS

- The following activities require a physical exam to be on file with the building administrator prior to the first practice of the first semester of participation:
Cheerleading, Football, Volleyball, Basketball, Wrestling, Track and Cross Country.

8. INSURANCE

- All students, who are required to have a physical exam for participation, shall also have proof of accident insurance coverage on file with the building administrator. The forms provided by MSHSAA should be used.

9. PARENTAL PERMISSION

- Prior to each year of activity participation, a student shall have on file, with the building administrator or designee, a school approved permission form signed by the student's parents or guardians, granting permission, for the student to participate in listed activities. The forms provided by MSHSAA should be used.

10. EXTRA CURRICULAR/CO-CURRICULAR ELIGIBILITY

- In addition to MSHSAA standards, McDonald County students are required to pass all subjects to be eligible to participate in extra curricular, co-curricular, and enrichment activities. Scholastic eligibility for students will be checked after the third week of a semester. Teachers will report all failing grades to the building administrator. If a student is failing any class, he/she will be placed on probation during the fourth week of the semester. During the probation period, students will have the opportunity to bring the grade to passing to be eligible to participate. Each succeeding week thereafter, the cumulative grades of students will be checked to determine if the student is failing any classes throughout the semester. The period of probation, ineligibility, and eligibility will always begin the Monday following the day eligibility is checked and end on Sunday. The student who has once lost eligibility must be passing all subjects to become eligible.

11. EXTRA CURRICULAR/CO-CURRICULAR GUIDELINES

- All organizations shall have on file with the administrator a constitution, or by-laws of operation. These may include, but not limited to, dress, code of conduct, practice requirements, etc.
- No performance or activity (band, speech, art) may constitute more than one (1) daily grade.
- In the event of two (2) or more co-curricular performances or activities occurring on the same date of time, the sponsors/coaches shall meet with the building administrator to determine the performance/activity the student will attend.
- When two (2) or more performances/activities occur simultaneously, the student's grade will not be hindered for non-attendance, assuming the student has attended one (1) of the activities/performances.

12. EXTRA CURRICULAR CODE OF CONDUCT

It is the responsibility of the McDonald County R-1 School District to promote the mental, physical, social, emotional and moral well being of all the participants involved in the extra-curricular programs. These programs are an effective tool in preparing our youth in a positive manner to enter and contribute in

our society. These young adults must also realize that being a part of an extra curricular program places additional responsibilities upon themselves. If a student is elected to a state or national office of an organization, financial responsibility of travel and all related expenses will be the sole responsibility of the student or his/her parent/guardian. When a student becomes part of an extra curricular program, they do not only represent McDonald County R-1 School District while competing in extra curricular contests, but also in the classroom, hallway and the community. Therefore, the following guidelines have been established to define what is expected of participants of the McDonald County R-1 School District:

- Missouri State High School Activities Association and the McDonald County R-1 School District rules and guidelines will be followed in the areas of eligibility, insurance coverage, physical examination, discipline referrals, practice and contest schedules.
- Student and the Parent/Guardian must sign a Mustang Code of Conduct before 1st practice of 1st sport and/or extra-curricular activities.
- Any student participant who is arrested or charged with a misdemeanor (except minor traffic violations) or a felony must inform a coach, athletic director or the building principal on the next school day. Failure to do this will result in the student becoming ineligible for ninety (90) school days.

The penalties are:

1st Offense – restrictions from participating in a minimum 40% of the season and/or season contests, but can continue to practice.

a. If the offense involves drugs/alcohol the student will be required to attend counseling at the expense of the student's parents before being allowed to continue to participate in any activities at MCHS. The student will also have to pass a drug test administered at parent's expense before being allowed back into the program.

2nd Offense – restriction from extra-curricular programs for a minimum 180 school days.

3rd Offense – loss of eligibility for remainder of school career.

CONFERENCES

Conferences offer the parent and teacher an opportunity to plan and discuss the child in confidence. You are encouraged to request a conference when you feel a need to meet with your son's/daughter's teacher(s). One conference is scheduled by the district for reporting student progress and appears on the school calendar.

CONFIDENTIALITY

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

DANCES

Any dance, which is held in school facilities, must be approved by the administration. A sponsor is required to attend. This sponsor must agree to be responsible for preparations and clean up. All dances will be chaperoned by a combination of parents and teachers. Only students currently enrolled at that attendance area and in the appropriate grade level will be allowed to attend dances. No one will be allowed to leave the dance once they are inside, until a parent/guardian picks him/her up. All school discipline and all handbook policies will be strictly enforced.

DISTRIBUTION OF MATERIALS

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the principal or his/her secretary 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.
2. Date(s) and time(s) of day on intended display or distribution of the material.
3. Location where material will be displayed or distributed.

DRESS CODE

All students are expected to come to school clean and neat in appearance. Dress should never distract from the school activities or prove a hazard to the students' safety or to the safety of others. Clothing should be modest and in good taste. Shoes are to be worn at all times. Slacks, jeans, shorts, dresses and biker shorts (when worn under another garment) are acceptable if in good repair. Cutoffs with frayed edges are permissible as long as they contain no holes and no slits up the side. All attire (walking shorts and/or skirts) must be NO SHORTER THAN "MID-THIGH" length. Undergarments are not to be visible while walking, sitting, or standing.

The following ARE NOT ACCEPTABLE: A) Halter tops, midriff, see-through, tank tops or spaghetti straps alone, bike shorts alone, plunging necklines. B) Any type of jewelry or flip-flops worn during P.E. classes. C) To display piercing of the brow, nose, tongue, lips or other piercings that create a distraction or hazard to the students' safety or to the safety of others are also prohibited. D) All clothes shall be free of lettering and designs, which might be abusive, suggestive or obscene or promote alcohol, tobacco, and drugs or reflect gang affiliation. E) Hats, sunglasses, bandannas and/or items worn on or about the head are not permitted in the building before school or during the school day. F) Shoes with rollers.

ANY ATTIRE CONSIDERED INAPPROPRIATE BY THE ADMINISTRATION OR FACULTY WILL BE SUBJECT TO THE JURISDICTION OF THE ADMINISTRATION.

EMERGENCY CLOSINGS SCHOOL CANCELLATION

1. Should it become necessary to close any or all of the schools of the district by reason of weather or other emergencies, the superintendent may order the closing of any school so affected. Notification of such closings will be given to the staff, students, and public under a plan of notification developed by the superintendent and approved by the Board of Education. Using the district's automated school messaging system, parents who have provided the district with their phone number will be notified of any school cancellation.
2. The superintendent will also have the authority to delay the opening of any or all schools by one (1) hour or to dismiss them early because of weather conditions and other emergencies. Parents who are not normally home during the school day must notify the school in writing to advise where their child(ren) are to be sent in the event of an early closing.
3. The superintendent encourages the families to watch local television stations for notification of school closings due to inclement weather. The information will be given on KOAM-TV (Channel 7), KSYN-TV (Channel 16), KODE-TV (Channel 12). Also look on Four States Homepage.com
4. If school is canceled, **all** K-8 activities and/or functions will be canceled. Events may also be canceled if the weather forecast or bad weather conditions seem eminent.

EMERGENCY DRILLS

Periodically during the school year fire, tornado, evacuation and lock down drills will be scheduled to familiarize students with emergency procedures. Emergency Procedure Guides are posted in each classroom.

EMERGENCY PROCEDURES

McDonald County R-I School District has made many preparations to deal effectively with emergency situations that could occur in or around the school, both during the school day and during after hours activities. While we hope that a natural disaster or other serious incident never

occurs, our goal is to be prepared for any potential emergency. At all times, our first priority is to protect all students, staff, and guests from harm.

In order for our emergency response plans to be effective, we depend on the cooperation and assistance of many people, such as the police and the fire departments. We also depend on you as parents to support our disaster-response efforts. Your cooperation is vital to helping us protect the safety and welfare of all children and school employees. Therefore, we ask parents to observe the following procedures:

1. Do not telephone the school. We understand and respect your concern, but it is essential that the telephone system is available for emergency communications.
2. Make sure that we have emergency contact information for each of your children at all times. We must be able to contact you or your designated representative in an emergency.
3. Tune your radio to **KURM 100.3** for emergency announcements and status reports. You also will receive instructions on where you should go and how/when you may be able to pick up your children. Our school emergency plan includes evacuation procedures with several alternative destinations. When appropriate and safe, students may be released to their parents/guardians from these shelter locations. Under those circumstances, we will be prepared to implement procedures for confirming the identity of individuals who arrive to pick-up each child. When arriving to pick up your children, please make sure that you have with you your driver's license or government issued picture identification.
4. Do not come to the school until instructed to do so. It may be necessary to keep the streets and parking lot clear for emergency vehicles. If evacuation is required, students may be transported to a location away from school. You will be notified of this through the media bulletins.
5. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency.
6. Parents and other adults must stay calm and focused in an emergency, mindful that their actions and comments will be the example that, to a great extent, determines the children's response.
7. Carefully read all information you receive from the school. You may receive updates about our safety procedures from time to time.
8. When your child is at home following an emergency, try to keep your child away from news being broadcast over the various media. Have an emergency plan at home (see the Ready In 3 materials, www.dhss.mo.gov). Decide on a telephone number to call outside our community or a place to rendezvous if separated. Keep a "disaster supplies kit" containing drinking water, nonperishable food, batteries, flashlight, radio, medication, toothbrushes, etc. (www.redcross.org).

If you have any questions about this notice or other aspects of our safety procedures, please contact Dick Davis at 417-845-3321.

ENROLLMENT

To be admitted into the McDonald County R-1 School District, a child must be five (5) years of age before August 1. To be admitted to the first grade into the McDonald County R-1 School District, a child must be six (6) years of age before August 1. A parent and/or legal guardian must accompany students enrolling in the McDonald County R-1 School District. A current immunization record must be presented at the time of enrollment. In addition to an immunization record, a student must have a birth certificate. All enrollment forms must be completed before a student is admitted.

During the school year, please notify the office of any changes in your enrollment form, i.e. address, phone number, place of employment, etc. An update of emergency information is vital in case the school finds it necessary to contact you.

If you move to another school within the McDonald County R-1 School District, you must fill out and submit a new enrollment form before your child can be admitted.

FOR NEW ENROLLEES, CLASSES WILL BEGIN THE DAY FOLLOWING ENROLLMENT TO ALLOW TIME FOR ACQUISITION OF SUPPLIES AND/OR EQUIPMENT, MATERIALS, STUDENT PLACEMENT AND TEACHER NOTIFICATION.

FIELD TRIPS

Students must ride the school bus to all field trips unless prior approval has been given by the building administration. Parents may ride the bus if the parent is supervising the activity. No siblings are permitted to ride the school bus to the activity. Only McDonald County K-12 students may ride school buses.

FINES

Textbooks

1. Textbooks are provided for the students' use during the school year. Ordinary wear is expected. Students will be charged for damage or lost textbooks assigned to them.

FUND RAISING

Selling will be voluntary and no minimum sales will be required. The building administrator must approve classroom or club fund raising projects.

HALL TRAFFIC

Ample time is scheduled for passing time from one class to another. This is sufficient for all students to get from one class to another. All students will observe the following rules as they pass in the hallways:

1. Keep to the right at all times.
2. Never run, for any reason.
3. Talk in a normal tone. Screaming and shouting are never allowed.
4. Never push or shove while passing in the hall.
5. Keep moving at all times.
6. Be courteous to the students as they move through the hallways.

Students are not to be in the hallway during class time unless they have a Hall Pass issued by a classroom teacher. Students should not expect to leave class to get a drink, go to their locker, or go to the restroom, as these things are to be taken care of during the time between classes. It is up to the teacher to determine whether a student's reason for wanting to leave class is valid. Breaking these rules could result in a student receiving disciplinary action.

HEALTH SERVICES

ADMINISTERING MEDICINES

If under exceptional circumstances a child is required to take oral medications during the school hours and the parent cannot be at school to administer the medication, the school nurse, building administrator and/or the designee will administer the medication in compliance with the regulations that follows:

1. PRESCRIPTION DRUGS

The medicine shall be in the original container labeled with the physician's prescription. Parents shall authorize school personnel to give medication. This authorization can be in the form of a note to the school acknowledging the parent's approval, dosage, times, amounts, date prescribed, name of medicine, purpose of the medicine, possible side effects and the terminating date for administering the medication. It is suggested that there be enough dosage sent to school for the day, not the entire amount of the prescription.

2. NONPRESCRIPTION DRUGS

The medicine shall be in the original container labeled with the product name and directions. Oral medication that is nonprescriptive may be administered under the supervision of the school nurse and/or principal's designee if authorized by the parent. **STUDENTS ARE NOT TO CARRY MEDICATION WITH THEM AT SCHOOL.**

Parents shall authorize school personnel to give medication. This authorization can be in the form of a note to the school acknowledging the parent's approval, dosage, times and amounts, name of medicine, purpose of medicine, possible side effects and the termination date for administering the medication. It is suggested that there be enough dosage sent to school for the day only.

3. PROCEDURES

The school and/or principal's designee will follow the procedures listed below regarding the dispensing of personal medication:

- Inform appropriate school personnel of the medication.
- Keep a record of the medication administered.
- Keep medication in locked cabinet.
- Return unused medication to the parent or dispose of it if the parent requests disposal. The school district retains the right to reject requests for administering medication. The parent/guardian of the student must assume responsibility for informing school personnel of any change in the student's health or change in medication.

B. GUIDELINE FOR KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS

The McDonald County Board of Education has set the following guideline, applicable to each attendance area, for keeping children home from school due to illness:

1. If a rash is present, that has not been evaluated by a physician.
2. **If a child's oral temperature exceeds 100° F or 1 to 2 degrees above the child's normal temperature.** A child with such a fever should remain at home for 24 hours after the temperature returns to normal.
3. If a child vomits and continues to experience nausea and/or vomiting.
4. If a child complains of severe, persistent pain, the symptom should be referred to a physician.
5. If a child shows signs of upper respiratory infection (cold symptoms) **serious enough to interfere** with the child's ability to learn.
6. If there are signs of conjunctivitis ("pinkeye") with matter coming from one or both eyes, itching, crusts on eyelids, the child should be evaluated by a physician.
7. If there are open sores that have not been evaluated by a physician.
8. If there are signs of infestation with lice (nits in the hair, itchy scalp), the child should be evaluated for treatment with lice shampoo.

PLEASE DO NOT SEND A SICK CHILD TO SCHOOL.

HEAD LICE

Every year we find that a number of children return to school with a hair problem called pediculosis, head lice. We regularly inspect the hair of every child in the school so as to avoid any serious spreading of head lice. This policy's purpose is to identify students with live lice or nits and maintain student confidentiality and dignity. It is also to assist students and families through education and referral to eliminate the current infestation and prevent further infestation. In addition, the McDonald County R-1 School District adheres to the following procedures in the attempt to control head lice.

1. Head Lice Screenings will be conducted within each elementary building, grades Pre K-8, in August/September, January and March. Additional screenings will be conducted as warranted at the discretion of the school nurse.
2. Nurses, health aides, and **trained** volunteers as delegated by the school nurse will conduct these screenings.
3. Screenings can be performed within the class setting. Confidentiality will be maintained.
4. Upon completion of the screening process, parents/guardians of students who were identified with live lice will be contacted. Students with live lice will be sent home or removed from the class if contact cannot be made with a parent/guardian. If the student must be transported home by bus, notification to the parent with policy and procedure will be sent home with the student.

5. Parental notification will be sent home at the end of the school day with all students identified to have nits.
6. A general information letter to encourage parental participation in screening for lice and to educate the general population is to be dispersed to the entire class following screenings.
7. All students identified with nits and/or lice must be accompanied upon return to school by parent/guardian and re-inspected by the school nurse or health aide. The student must be found to be live lice free before they will be re-admitted to the classroom. Students returning for re-inspection that were found to have nits, must show either a gross reduction in the number of nits or the elimination of nits from the hair. The process of re-inspection will continue until the student is found to be nit free.
8. All students notified of either lice or nits should present evidence of treatment upon return to school. Example: box top from products used, bottles, etc.
9. Students having four or more documented incidents of infestation can be reported to the Missouri Division of Family Services. Each re-inspection in which a student is found to have nits or lice is an incident.

If you have any questions, please contact the school. Prompt action by the parent and school can eliminate this problem quickly and discriminately.

D. HEALTH PROBLEMS AND STUDENT PARTICIPATION

The physical activity and socialization young children and adolescents participate in during recesses and P.E. classes are very important parts of their growth and development and very much a part of their education in our school district. For this reason, when you wish your child to be excused from these activities for 1, 2, or 3 days, you must send a note to the teacher stating the health reason. For excuses over 3 days or habitual excuses, your doctor must complete a Temporary Health Excuse in the office. **STUDENTS WILL BE REQUIRED TO PARTICIPATE IN ALL P.E. AND RECESS ACTIVITIES WITHOUT EXCUSES.** When the weather is bad (rain, snow, or extremely cold) **ALL** students will be kept inside.

E. STUDENT HEALTH SERVICES AND REQUIREMENTS

The health screening programs of the McDonald County R-I School District are designed to examine the populations at highest risk at a time when early intervention has the most benefit. The following guidelines govern the district's health screening program:

1. The district will examine past screenings and assess them for effectiveness in order to ensure future screening programs effectively meet the needs of the district. The district plan for assessing the district's screening needs is: A Health Service Plan has been written with the guidelines for Health personnel to follow. Health personnel will review the end of the year data for completed referrals and review barriers to the incomplete referrals.
2. Based on the district's assessment plan above, the district's screening plan is:
Vision – The district will conduct a vision screening for all students prior to the end of first grade and again before the end of the third grade. Students will be excused from any screening upon receipt of a written request from the student's parent/guardian. Results of each vision screening will be recorded on a form provided by the Department of Health and Senior Services (DHSS).

- Vision screenings are given to students in grades K, 1, 3, 5. All students who are IDEA will be screened for reevaluations and students who are referred for testing will be screened.
- Hearing screenings are given to students in grades K, 1, 3, 5. All students who are IDEA will be screened for reevaluations and students who are referred for testing will be screened.
- Dental screenings are given to students in grades 2, 3 with consent only. Outside professionals are used in these screenings.
- Scoliosis screenings are given in grades 7 and 8 and with 6th grade if a problem is noticeable.

- Students in grades K-6 are screened for head lice in August/September and January.
3. The nurse will produce a calendar reflecting the approximate dates for screenings, re-screenings and screening follow-up that is coordinated with the overall school calendar.
 4. The nursing staff will assist the superintendent or designee in identifying individual personnel to be utilized in the screening process.
 5. Monthly school calendars will be used to advise parents of screening dates. Parents must notify the school if they do not want their child to participate. Results of negative results are sent home to the parents.
 6. Follow-ups to screenings will include:

Vision – When a student fails an eye screening, the school district will send a standard notice to the parent/guardian, as required by law. The notice must be completed by the parent/guardian and returned to the district, where one (1) copy will be kept in the student's file and one (1) copy will be sent to DHSS. District staff will also notify the director of special education to determine whether the district needs to seek additional evaluation of the student. Letters with negative results with available services are sent to the parents. The nursing staff keeps documentation of results and checks on the documentation to make sure parents have attempted to follow up with the screenings. Phone calls to parents are made if the school did not receive any documentation from the parents. Parents/Guardians who need to consult with district staff regarding the results of any screening should contact the school nurse.
 7. Members of the nursing staff are responsible for monitoring the results of all screenings and notifying the special education department or other appropriate staff members if a student may need classroom adaptations, special education services or accommodations.

F. IMMUNIZATIONS

1. It is the policy of the McDonald County R-1 School District that all students attending the district shall be in compliance with state laws and regulations requiring immunization against polio, measles, mumps, rubella, diphtheria, tetanus, pertussis, and hepatitis B. The parents or guardians of each student entering the school district shall furnish satisfactory proof that the student has been adequately immunized or that the immunization process has begun.
2. It shall be unlawful for any student to attend school in the district unless the student has been satisfactorily immunized or unless the parent/guardian have signed and placed on file with the building administrator a statement of exemption because of religious beliefs or medical contradiction. Failure to comply with this legal requirement will result in the student's exclusion from school until proof of compliance has been presented to the building administrator. If the student produces evidence of having begun the process of immunization, he/she may continue to attend school as long as the process is proceeding.
3. The superintendent shall institute procedures for the maintenance of health in the district and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services, Missouri Division of Health.

G. INJURY

1. In the event of a serious injury/illness, ambulance service will be summoned at the request of the parent or guardian or as deemed necessary by the administration. Charges for transportation by an ambulance and all medical services are always the responsibility of the parent or guardian.
2. Emergency numbers must be kept on file in the office and updated in order to contact the parent or guardian in case of an injury or illness. School personnel will contact the parents if a student is sick or injured.

LEAVING CAMPUS

Students are not to leave the campus **for any reason** without checking out through the principal's office. If a student chooses to leave class or the campus without checking out through the office, he/she will be counted as truant and the appropriate punishments will follow. Truancy includes, but is not limited to, the following:

1. Being absent and neither the parents nor school officials know of the students whereabouts
2. Absence not condoned by the parents or the school officials
3. Leaving campus, after once arriving, without the prior consent of the parent and the building principal or his/her designee
4. Leaving class without permission
5. Erroneous phone calls to have oneself dismissed from school or class
6. "Walk outs" and/or "skip days"
7. Not being where one is supposed to be on campus
8. Other fraudulent absences or attempts to be absent from school not covered in this definition.

Parents/guardians may check their child out during the school day when a parent/guardian personally comes by the principal's office and checks the student out. Phone calls will be accepted **only** if an emergency exists and may be followed up by the principal for clarification. A parent may designate a responsible person to pick up their student **only** when prior arrangements are made with the office.

Each year it is the parent's/guardian's responsibility to notify the office of individuals who may or may not pick their child(ren) up from school. Parents/guardians with court orders, regarding the custody of a child, must have a copy of that court order on file at their child's school.

When parents come to pick up their child, they must first report to the office and sign their child(ren) out. The building secretary will then contact the child's teacher who will in turn send the child to the office.

ALL STUDENTS MUST BE CHECKED OUT THROUGH THE OFFICE.

LOCKERS

If a student is assigned a locker, he/she must use that locker. Valuables should never be left in lockers. Lockers are to be kept orderly at all times. For reasons of health and safety, the school reserves the right to randomly search, inspect, or clean lockers. Students shall not share or transfer lockers.

LOST/FOUND

Students are responsible for all items brought from home. The school is not responsible for the replacement of any item brought from home. Items found will be stored for no longer than 30 days by the custodian.

NCLB COMPLAINT PROCEDURES

Missouri Department of Elementary & Secondary Education

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
 2. central filing of procedures within the district,
 3. addressing informal complaints in a prompt and courteous manner,
 4. notifying the SEA within 15 days of receipt of written complaints,
 5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
 6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
 7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days
- Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

Formal Complaints Initially Received by the SEA Office

1. *Record.* Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Notification of LEA.* Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above.
3. *Report by LEA.* Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, 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.
4. *Verification.* Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant.

Appeals

Appeal to the SEA

1. *Record.* Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Investigation.* The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.
3. *Hearing.* If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days

of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

1. *Record.* The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. *Decision.* The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. *Appeal.* The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. *Second Appeal.* An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with McDonald County R-1 School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission/access to, or treatment/employment in its programs and activities.

Any person having inquiries concerning McDonald County R-1 School District compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact the Director of Student Services, 100 Mustang Drive, Anderson, MO 64831, the telephone number 417-845-3409, who has been designated to coordinate institution's efforts to comply with the regulations implementing Title VI, Title IX and Section 504.

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

NOTICE REGARDING THE MANAGEMENT OF ASBESTOS

Regulations of the Environmental Protection Agency require that a notice be provided annually regarding asbestos management within the school district. The McDonald County R-1 School District has had an Asbestos Management Plan in force since 1988. This plan was prepared by a professional company, which specializes in this service. There is a management plan for each school building located in the administrative office. The public can review this plan at anytime. An inspection of all buildings takes place every six (6) months by trained personnel to verify that all asbestos areas are properly maintained.

Every three (3) years a re-inspection is done to further verify that the management plan is being followed and to address any additional needs. The latest three-year inspection was completed September 15, 2006 by Berry A. Mills of Security Storage Service, Inc. of Springfield, Missouri.

There are two (2) types of asbestos containing materials, classified as friable (which can be crumbled by hand) and non-friable (a hard material and cannot be crumbled by hand). The friable material has been found to be hazardous due to the fiber released when disturbed or damaged. Non-friable is basically safe unless the material has been damaged and is not repaired in the proper manner.

All identified friable materials were removed by a state certified company after the 1988 plan was completed. Due to the location of asbestos material in McDonald County R-1 School buildings and the management plan in force, there is no health hazard to students, employees or anyone that enters the building. Safety compliance is a high priority for the school district. Should anyone have questions regarding this matter, do not hesitate to contact the Assistant Superintendent of Maintenance at 417-845-3321.

PARENTS RIGHT TO KNOW

McDonald County R-1 School District is required to inform parents/guardians of certain information, according to The No Child Left Behind Act of 2001, that parents/guardians have the right to know. Upon the parents/guardians request, our district is required to provide in a timely manner, the following information.

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

In addition to the information that parents may request, the district must provide to each parent/guardian:

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

PETS

Students may bring animals to school only for legitimate reasons and only with the permission of their teacher and the building administrator. An adult must bring the animal in an appropriate pet carrier directly to the classroom area or grounds. The adult has full responsibility and liability for the behavior of the animal and never leaves the animal unattended. The office should be advised of the visit two (2) days prior to the event and the building principal must approve the visit. Under no circumstances is a potentially dangerous pet to be brought to school.

NO ANIMALS ARE TO BE TRANSPORTED ON THE BUS.

PICTURES

The purchase of school pictures is available twice a year under a private contract. All money and picture returns will be through the photographer and the studio under contract.

A photographer will come to the school to photograph your child for class pictures. Occasionally the media or photographers will take pictures for the paper or school yearbook. **If you object to photographs or videotaping of your child, please send an objection in writing to the child's teacher.** We can exempt your child from these activities.

PROHIBITED ARTICLES

The following items are not permitted in school: All types of weapons, knives, ammunition, lazer lights, alcohol, drugs, tobacco, pornography or any other item that might be disruptive or dangerous. In addition, students are not to bring audio or video electronics including but not limited to tape players, CD players, stereos, headphones, ipods, cameras, cell phones, or similar items to school unless necessary for a classroom report and/or project, at which times items are to be left throughout the day with the appropriate teacher.

Inappropriate items will be confiscated by the administration and the student will be subject to the appropriate disciplinary measures. Outdoor coats are not to be worn in class.

PROMOTION & RETENTION OF STUDENTS

The McDonald County R-1 School District is committed to the continuous development of students enrolled in the district's schools and to a student's achievement of the skills for the current grade assignment, to pass to the higher grade.

Students will normally progress annually from grade to grade when, in the judgment of the district's professional staff, it is in the best educational interest of the student involved. **The final decision to promote a student rests with the school administration.**

For third-grade students who read below the second grade level, the school district shall design a reading improvement plan for the student's fourth-grade year. The student shall be required to complete at least thirty additional hours of reading instruction or practice outside the regular school day during the fourth, fifth and sixth grade and may also be required to attend summer school instruction. Students who complete required summer school instruction shall be reassessed. **Students not meeting reading standards after summer school following fourth grade shall not be promoted to fifth grade.**

PUBLIC NOTICE

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

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

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

The McDonald County R-1 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the McDonald County R-1 School District, Student Service Office between 8:00 a.m. and 4 p.m., Monday-Friday by appointment. Please contact Mark Barlass, Director of Student Services at 417-845-3409.

This notice will be provided in native languages as appropriate.

SCHOOL SUPPLIES

It is the responsibility of the parent/guardian to periodically check with their child and/or teacher in order to replace needed student supplies throughout the school year.

Parents and/or guardians are strongly encouraged to make sure their child has the necessary supplies in order to stimulate interest in learning. The education of your child is of utmost importance to all involved and adequate supplies are a part of how learning can take place.

Students are expected to bring their books, paper, pencils and/or pen to every class on a daily basis. If any other items are needed, individual teachers will inform students.

SOLICITATION

Students are not to be solicited for money unless the principal has approved a project. No sale of items is to be conducted at the school by students for community drives during the academic day.

STUDENT AWARDS AND RECOGNITION

1. HONOR ROLLS

Honor Rolls will be published at the end of each semester. Students earning all "A's" in all subjects will be placed on the "A" Honor Roll. Students earning all "A's" and "B's" will be placed on the "B" Honor Roll.

2. STUDENT RECOGNITION AWARDS

There will be student recognition awards and assemblies throughout the school year to include monthly character education assemblies, academic awards and athletic awards.

3. 8th GRADE RECOGNITION

The McDonald County R-1 School District will recognize those students who have completed the elementary/junior high course of study. The McDonald County School District has established the following guidelines for students to follow in an effort to promote a positive, enjoyable, memorable experience at the conclusion of their elementary/junior high years.

A. ATTIRE

1. All students shall wear school approved recognition gowns.
2. Nothing will be allowed on the outside of the gown except: School provided Honor Cords and/or collars.
3. Nice dress pants, slacks, dresses, blouses, or shirts without exposed advertisements or written material shall be worn under the gown.
4. Dress shoes, boots, or clean tennis shoes are to be worn at all times.
5. No inappropriate dress will be permitted, such as swimsuits, overalls, shorts, cutoffs, etc.

B. BEHAVIOR

1. No use of illegal substance at any time.
2. No possession of inappropriate material. For example fireworks, knives, etc.
3. All school rules, policies, etc. are in effect at the time of the exercise.

STUDENT DISCIPLINE

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action. However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary consequences that extend beyond this 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 this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and school transportation, or at a school activity, whether on or off school property.

Reporting to Law Enforcement

It is the policy of the McDonald County R-I School District to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any offense that constitutes a "serious violation of the district's discipline policy" must be documented in the student's discipline record

in accordance with law. Policy JGF defines a "serious violation of the district's discipline policy" as one (1) or more of the following acts if committed by a student enrolled in the district:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten (10) school days.

Multiple Offenses, Persistent Offenders and Unlisted Offenses

If a student commits multiple violations of any provision of this policy as part of the same course of conduct, or violates multiple provisions of this policy as part of the same course of conduct, and if the policy provision or provisions violated include a maximum penalty of ten (10) more days out-of-school suspension, the maximum penalty for such multiple, or violations of multiple provisions may be expulsion.

Persistent Offenders - If any student who commits an offense under this policy with a maximum penalty of ten (10) or more days out-of-school suspension has been suspended out-of-school for any period during the previous six (6) months, disregarding semester breaks or periods between school years, then the maximum penalty for such offense may be increased to expulsion.

Unlisted Offenses - Any act or behavior by a student for which a specific penalty is not listed and which constitutes conduct which is prejudicial to good order in the schools or which tends to impair the moral of students as described in Sections 167.161, RSMo. shall be subject to punishment by out-of-school suspension of up to 180 days, or expulsion.

Punishment and consequences may carry over from one year to the next.

Prohibition against Being on or near School Property during Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the superintendent or designee.

Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the district unless one (1) of the following conditions exist:

1. The student is in an alternative school that is located within 1,000 feet of a public school in the district.
2. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates this prohibition he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension," listed below.

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violation. 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.

1. **Arson**--Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

2. **Assault**

- a. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

- b. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.
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3. **Automobile/Vehicle Misuse**--Uncourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

First Offense:	Suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

4. **Bullying (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.

First Offense:	Detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

5. **Bus or Transportation Misconduct (see Board policy JFCC)**--Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.
6. **Dishonesty**--Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

7. **Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved)**--Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is rude, vulgar, defiant, which could include pushing, shoving, scuffling that does not lead to fighting but is in violation of district policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

8. **Drugs/Alcohol (see Board policies JFCH and JHCD)**

- a. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

- b. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202 of the Controlled Substances Act.

First Offense:	In-school suspension, 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

- c. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202 of the Controlled Substances Act.

First Offense:	1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

9. **Extortion**--Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

10. **Failure to Meet Conditions of Suspension**--Coming within 1,000 feet of any public school in the district while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity defined by district policy as a serious violation of the district's discipline policy. See section of this regulation entitled, "Prohibition against Being on or near School Property during Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.

First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

11. **False Alarms (see also "Threats or Verbal Assault")**--Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

12. **Fighting (see also, "Assault")**--Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

13. **Hazing (see Board policy JFCF)**--Any activity that a reasonable person believes 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 purposes 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.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

15. **Sexual Harassment (see Board policy AC)**

- a. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

- b. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

16. **Technology Misconduct (see Board policy EHB and procedure EHB-AP)**

- a. 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.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

- b. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch.

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

- c. Violation other than those listed in "a," "b," or of Board policy EHB and procedure EHB-AP.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

17. **Theft--**Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

18. **Threats or Verbal Assault**--Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

19. **Tobacco**

The appropriate authorities may be notified if a student is caught with tobacco, or is caught smoking on school property. This could result in a citation, which may include a fine and court costs.

- a. Possession of any tobacco products on school grounds, school transportation or at any school activity.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.

- b. Use of any tobacco products on school grounds, school transportation or at any school activity.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.

20. **Truancy (see Board policy JED and procedures JED-AP1 and JED-AP2)**--Absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

First Offense:	Principal/Student conference, detention, or 1-3 days in-school suspension.
Subsequent Offense:	Detention or 3-10 days in-school suspension.

21. **Unauthorized Entry**--Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

22. **Vandalism (see Board policy ECA)**--Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

23. **Weapons (see Board policy JFCJ)**

- a. Possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

- 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).

First Offense:	One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 06/08/2004

Last Revised: 05/08/2008

STUDENT CODE OF CONDUCT DEFINITIONS OF CONSEQUENCES

- A. In-Class Discipline:** Disciplinary action imposed by the teacher/supervisor appropriate to the offense to include a warning, seating reassignment, in-class isolation, withholding of class privileges, contact with student, temporary removal from the class, parental conference, referral to the counselor or principal.
- B. Corporal Punishment:** Application of paddle to the buttocks of the student.
- C. Restitution Making:** Restitution for loss or damage caused.
- D. Loss of Privileges:** Denial of privilege or eligibility relating to the violation to include pupil transportation.
- E. After School Detention:** Assignment to a designated area outside the school day for a specified time not to exceed 10 clock hours over a 20 day period. Failure to report to detention will result in In School or Out of School Suspension.
- F. In School Suspension:** Assignment to an area isolated from other students during the school day in a structured study environment. Assignments are to be completed and turned in. Students will only be placed in ISS for three (3) different violations for a total of 10 days per semester. Out of school Suspension will occur after these guidelines are met.
- G. Out of School Suspension:** Removal from school for a set period of time up to 10 days by the principal/assistant principal and up to 180 days by the superintendent.
- H. Expulsion:** Removal from school permanently or for an indeterminate period of time.

ANTI-GANG/SECRET SOCIETIES

The Board of Education of the McDonald County R-1 School District, the administration, and the staff all have the responsibility to maintain a safe and disruption-free school environment. Any public school fraternity, sorority, or secret society or organization is declared inimical to the public-free schools and therefore unlawful. The school district further expressly prohibits hazing. Gangs are hereby found to be included in the definition of secret society organization and are therefore expressly prohibited from the McDonald County R-1 Schools.

Gang, as defined in this policy, shall mean individuals who associate with each other primarily and form criminal, disruptive, and/or other activities prohibited by law and/or the school district's rules and regulations. This includes any type of organization or society which fosters undemocratic practices and seeks to perpetuate itself by taking additional members from pupils enrolled in the McDonald County R-1 School District. This would be done on the basis of the decision of its membership, rather than upon free choice of any pupil in the school who is qualified by the rules of the school to fill the special aims of an organization or society. Gang and gang related activities are not acceptable in the school setting. The Board of Education is aware that the presence of gangs interferes materially and substantially with the educational process and with the requirement of appropriate discipline in the school. Gangs foster anti-social behaviors, attitudes and practices, which may endanger the health, safety and welfare of our students. Therefore, students are prohibited from participating in any activity related to gangs while at school, while traveling to or from school, or while attending school sponsored events.

Prohibited activities include (but are not limited to) the following:

1. Soliciting or recruiting others for membership;
2. Participating in and/or inciting physical violence;
3. Extorting or soliciting money and/or services, requesting any person to pay for protection, insurance or payment of dues;
4. Coercing, harassing, and/or otherwise intimidating, threatening or causing harm to any person;
5. Wearing, possessing, using, displaying in any manner, distributing or selling any clothing, jewelry, emblem, badge, symbol, sign or other item commonly associated with membership in or affiliation with a gang. When there is a question as to whether or not possessions or clothes are gang-related, determination will be made by the administration.
6. Using any communication, verbal, or non-verbal (gestures, handshakes, etc.), suggesting or showing membership or affiliation with a gang;

7. Engaging in any activity intended to promote or further the interest of any gang activity including, but not limited to, distributing literature, drawing or displaying unauthorized symbols on any surface, teaching others to “represent” or acting like a gang member;
8. Engaging in any activity to be “hazing” including:
 - A. Any willful act on or off school property of the McDonald County R-1 School District by one student alone or acting with others which is directed against any other student and done for the purpose of intimidating the student attacked by threatening him with social or other ostracism or by submitting such student to ignominy, shame or disgrace among his fellow students and acts calculated to produce such results; or
 - B. The playing of abusive or truculent tricks on or off the school property of the McDonald County R-1 School District by one student alone or acting with others, upon another student to frighten or scare him; or
 - C. Any willful act on or off the property of the McDonald County R-1 School District by one student alone or acting with others which is directed against any other student done for the purpose of humbling the pride, stifling the ambition or impairing the courage of the student attacked or to discourage him from remaining in the McDonald County R-1 School District rather than to submit to such acts; or
 - D. Any willful act on or off the property of McDonald County R-1 School District by one student alone or acting with others in striking, beating, bruising or maiming; or seriously offering, threatening, or attempting to do physical violence to any student of the McDonald County R-1 School District or any other educational institution; or assault upon any such students as defined by this paragraph.
9. Any act or activity which violates any law or policy of the McDonald County R-1 School District when such an act or activity is taken to further the interest of a gang, it shall be the duty of the school district to suspend or expel from the McDonald County R-1 School District any pupil who shall:
 - A. Be or remain a member, promise to join, become a member or solicit other persons to join, promise to join or pledge to become a member of any prohibited secret society or organization.
 - B. Wear or display any insignia for purposes of identification with any such secret society or organization while in and attending McDonald County R-1 School District.

STUDENTS’ EXPECTATIONS REGARDING PRIVACY

Administrators and school personnel shall have access to school lockers, desks, and other school property in order to properly supervise the welfare of pupils. School lockers, desks, and other areas of school facilities, as well as vehicles parked on school property, may be opened and examined by school officials at any time.

STUDENT RECORDS AND RIGHT TO PRIVACY

Parents or legal guardians of students have the right to examine the permanent record of the student, have them explained, secure a copy and challenge the contents. Generally, a student’s records may not be released to any agency or individual outside the school system without the permission of the parent or legal guardian.

TELEPHONE

Please inform your child(ren) before they leave home if they are to go to a different place after school and send a note to the child’s teacher. It is not always possible to relay messages near dismissal time. If plans must be changed, **please call the office before 12:00 noon.**

Students are permitted to use the school phone in case of an emergency but are not to ask permission to go home with another student or for forgotten items. A student’s responsibility includes remembering papers and making plans in advance.

VISITORS

All visitors must report to the office upon arrival. Parents are encouraged to visit the school and the classes. Preschool and student visitors are neither to attend classes during the school day nor to be on campus.

The Missouri Bar

Juveniles and the Law

When Are You a Juvenile and When Are You an Adult?

The answer to this question is complicated because, under Missouri law, when you are considered an adult and when you are considered a minor or juvenile varies with the circumstance.

- You must be 21 to possess, use, or buy alcoholic beverages.
- You must be 21 to *serve* on a jury.
- You must be 18 to get married without your parents' permission. If you are under 15, you must receive permission from a judge to get married.
- You may vote at 18.
- At age 18, you may sue someone in court and someone may sue you.
- You may make a will, sign a contract, and sign a lease at age 18.
- At age 18, if you are a male, you must register for military service.
- You must be at least age 18 to consent to your own medical treatment. If you are under 18 years of age, you must have your parents' permission for any kind of medical treatment, including abortion. There are a few exceptions to this law. Some hospitals or clinics allow you to consent to your own testing and treatment for pregnancy, sexually transmitted diseases, drug and alcohol abuse, or AIDS at any age. Others allow you to consent to your own treatment only if you have reached age 13. If you are younger than 18 but are married or in the military, you are considered emancipated, or on your own, and you may seek medical treatment without your parents' permission.
- You may be tried as an adult for any crime for which you are charged at age 17 or older. If you commit an offense at age 16 or younger, the police will refer your case to the juvenile court. At any age, if you are alleged to have committed a serious offense such as murder, sale of drugs, robbery, rape, or assault, or if you are a repeat offender, the juvenile court may certify you an adult and transfer you to the adult criminal system. At age 12, the juvenile court can also certify you as an adult for other serious crimes, such as stealing a car, drug possession and carrying a weapon.
- At age 16, you may get a driver's license; at 15 ½, you may get a special license to drive with your parents or guardian.
- At age 15 ½, you are treated as an adult under Missouri's traffic laws. At any age, if you are the victim of a crime, you have the right to be paid for damages done to you and to attend any hearings and trials about a case arising from the crime. If the person who committed the crime against you is a juvenile, you may attend the hearings in juvenile court. If the person who committed the crime against you is an adult or will be tried as an adult, you may go to the hearings and the trial in circuit court.

What are Some Frequent Delinquencies?

- Arson - starting a fire or causing an explosion which damages property. This includes abandoned or vacant property.
- Assault - hitting or striking a person or saying you will do so.
- Burglary - breaking into and entering a house or building with the purpose of committing a crime.
- Driving While Intoxicated - operating any motor vehicle, including a motorcycle or motorized bike, under the influence of drugs or alcohol.
- Drug and Alcohol Offenses - possession of, use of, and sale of illegal drugs or alcoholic beverages.
- False Identification - altering a driver's license or other form of identification in such a way that it contains false information or pretending that someone else's identification is yours.
- Rape - sex with another person of any age without that person's consent. Sex with a person less than 14 years of age is rape even if the person has consented to having sex.
- Receiving Stolen Property - accepting property that you know is stolen.
- Robbery - taking a purse, money, or other property from a person by force or threat of injury.
- Sexual Abuse - forcing another person to have sexual contact with you.

- Stealing - taking something without the owner's permission. This includes shoplifting. Acting with, helping or assisting another person to steal even if you do not keep the stolen goods is still considered the crime of stealing.
- Tampering - driving or riding in a car or vehicle without the owner's permission; "joyriding."
- Traffic Laws - if you have a driver's license, you are expected to know and obey all traffic laws.
- Trespassing - going on property without the owner's permission or going on property where there is a fence or a "Keep Out" or "No Trespassing" sign.
- Truancy - skipping school.
- Vandalism - damaging another person's property, such as breaking windows, spray painting and letting the air out of tires.
- Violating Curfew - staying out beyond a certain hour that has been set as a time that all juveniles must be off the streets and in their homes.
- Weapons Violations - carrying guns, razors, knives, or metal knuckles on your person or having such items readily available in your car, such as under your car seat, in the glove box or similar storage in your car. Bringing a gun to school is a serious weapons violation.

What Should You Do if Taken Into Custody?

If a law enforcement officer takes you to the police station or the juvenile court and intends to keep you there for a period of time, you are "being taken into custody." If this happens to you, give your name, address, age, and your parents' names and phone numbers.

What Are Your Rights if You Are Stopped by a Police Officer?

If you are under 17 years of age and you break the law, you are taken into custody and turned over to the juvenile court. You do not have to say anything until you talk to a lawyer, other than identifying yourself by name, address, and age.

The law enforcement officers will take your photograph and fingerprints if you have committed a serious crime. If you are taken into custody for a minor crime, then-your fingerprints may be taken only if a judge orders it.

You may be held in detention. Detention is the act of keeping a person confined or imprisoned. You must be told of the reason for your detention, your right to a detention hearing (usually within three days), and your rights during detention.

How Long Can You Be Kept at a Detention Center?

You can be detained up to 24 hours without a court order. You can be detained longer by a court order. Your parents must be notified as soon as practicable.

Who Decides How Your Case will be Handled?

The juvenile officer assigned to your case will decide how to handle your case. A juvenile court judge hears the evidence against you.

How are Cases Handled?

Cases are handled by having a meeting at juvenile court with you and your parents or by filing a petition in juvenile court. If you are held more than 24 hours, a petition (a paper which states the "" charges against you) must be filed.

When is a Petition Usually Filed?

A petition is usually filed when you are charged with a serious crime, when you have been held more than 24 hours, or when you have been in trouble before.

Who Decides if You Can Be Tried as an Adult?

A juvenile court judge will decide whether you will be tried as an adult after reading the charges brought against you, after looking at your record, and after holding a hearing. The judge will consider the seriousness

of the charges, whether your community needs to be protected from you, whether the crime involved force or violence, whether you hurt another person, whether you have a record of breaking the law, and your age.

If you are tried as an adult and found guilty, there are several things that may happen to you. You may be sent immediately to an adult prison. You may spend some time at a juvenile detention center and then be sent later to an adult prison. You may be placed on probation and given a second chance to stay out of trouble. If you are convicted of first degree murder and you were 16 years old at the time you committed the murder, you could receive the death penalty. If you are tried as an adult and found guilty of a crime, you will always be tried as an adult for any crime.

What Happens if You Are Not Tried as an Adult?

A hearing is held in juvenile court. You have the right to a lawyer paid by your parents. If your parents cannot pay a lawyer, the judge will appoint a lawyer for you.

You have a right to plead “not guilty” and have a trial in front of the judge in juvenile court. If you say you are not guilty or you are found guilty after the trial, the judge will decide what to do with you.

The hearing and trial in the juvenile court will be open to the public if you are accused of committing a serious crime.

What Might the Court Decide to Do With You?

You might become a ward of the court. That means the court will supervise you. You might be returned home in the custody of your parents, with court ordered visits with the juvenile officer. You might be sent to a foster home, a group home, or other institution. You might be ordered to perform community service or pay restitution to the victim. If you cause damage to property or injure a person, your parents may also have to pay up to \$4,000 for damages and injuries.

What Helps the Court Decide Placement for You?

- Your attitude
- The number of times you have been in trouble
- The seriousness of your offense
- Your school record
- What help your family will give
- The kind of friends you have

How Long Can the Court Keep You in Custody?

The court can keep you in custody until you are 21 years of age.

How Does Trouble With the Law Affect You?

- You can lose your driver's license or have it suspended.
- Your school can find out that you have been in trouble with the juvenile court, and you could possibly be suspended from school for up to one year.
- Your juvenile court record can be seen by the juvenile court, adult prosecutors, and adult judges. If the juvenile court finds you to be a juvenile delinquent because you committed a serious crime, then your juvenile court record will be a public record.
- Your juvenile record can be used to show that you should not be believed as a witness in other court proceedings.
- Your juvenile record can follow you forever.
- Your juvenile record makes it harder to get a job.
- Your juvenile record makes it harder to get into military service.
- You risk losing the respect and trust of other people.
- Although you may ask the court to destroy your juvenile court record at age 17, the court does not have to destroy it.

For Legal Advice, See Your Lawyer

If you need help finding a lawyer, call the Missouri Bar Lawyer Referral Service at 573-636-3635.

- In St. Louis, call 314-621-6681.
- In Kansas City, call 816-221-9472.
- In Springfield, call 417-831-2783.

The Missouri Bar, P. O. Box 119, Jefferson City, MO 65102-0119

KINDERGARTEN GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Demonstrate basic concepts of print.
2. Develop ability to recognize sounds (phonemes) in words (phonemic awareness).
3. Develop alphabet and phonics knowledge.
4. Read simple text.
5. Develop vocabulary by listening to and discussing unknown words in stories.
6. Develop and apply, with assistance, pre-reading strategies to aid comprehension.
7. During reading, shared reading, or read-alouds, develop and utilize, with assistance, targeted strategies.
8. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text.
9. Identify connections with assistance, between text to text ideas and text self.
10. Use details from text with assistance to achieve targeted objectives .
11. Participate in read-aloud experience involving rhythm, rhyme and alliteration repeating line or phrase.
12. Use details from text to identify story elements in shared reading and read-alouds with assistance.
13. Develop an awareness that text and pictures provide information.
14. Respond to examples of sensory details within the context of nonfiction text with assistance.
15. In response to text and with assistance achieve targeted objectives.
16. Follow simple pictorial/written direction, with assistance.
17. Follow a writing process to achieve targeted objectives.
18. Recognize different audiences for writing.
19. Compose text using pictures and words with ideas that relate to a topic, with assistance.
20. Compose text with assistance.
21. Compose text using words that are related to the topic.
22. Plan and write stories and ideas through pictures and words.
23. Recognize different kinds of writing.
24. Listen for enjoyment, for information, and for simple directions, with teacher assistance.
25. Demonstrate listening behaviors with teacher assistance.
26. When sharing ideas or experiences speak audibly and use age-appropriate vocabulary.
27. Give simple oral directions with teacher assistance.
28. Develop awareness of resources on topics of interest.
29. Develop awareness, through discussion, that credit is to be given to others' ideas, images and information, with assistance.
30. Identify, with assistance, topics of messages conveyed through oral and visual media.

Mathematics

1. Rote count to 100 and recognize up to 31.
2. Recognize $\frac{1}{2}$ of a shape.
3. Use concrete objects to compose and decompose values up to 10.
4. Connect number words (orally) and quantities they represent.
5. Recognize or repeat sequences of sounds or shapes.
6. Create and continue patterns.
7. Model situations that involve whole numbers, objects or symbols.
8. Identify and describe 2 and 3 dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment.
9. Describe, name and interpret relative positions in space (above, below, front, behind).
10. Use manipulatives to recognize from different perspectives and orientations models of slides and turns.
11. Compare and order objects according to their size or weight.
12. Describe passage of time using terms such as today, yesterday, tomorrow.
13. Identify and know the value of a penny, nickel, dime, and quarter.
14. Measure objects by comparison of lengths (shorter, same, longer).
15. Sort items according to their attributes.
16. Create graphs using physical objects.

FIRST GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Demonstrate concepts of print.
2. Demonstrate ability to use phonemes to construct words.
3. Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text.
4. Read grade-level instructional text.
5. Develop vocabulary by reading, listening to , and discussing unknown words in stories using root words, word chunks, and context clues.
6. Develop and apply, with assistance, pre-reading strategies to aid comprehension.
7. During reading and read-alouds, develop and utilize, with assistance, targeted objectives.
8. Develop and apply post-reading skills after reading or read-alouds to respond to text.
9. Identify connections between text to text and text to self.
10. Use details from text to locate names of author and illustrator and apply information in title and pictures.
11. Recognize rhythm, rhyme and alliteration in read-aloud experience and independent reading.
12. Use details from text in independent reading and read-alouds to identify targeted objectives.
13. Identify and explain information in text, pictures, title and charts.
14. Recognize examples of sensory details in nonfiction text with assistance.
15. Use details from text to meet targeted objectives.
16. Read and follow a simple direction to perform a task.
17. Follow a writing process to meet targeted objectives.
18. Recognize audience and purpose with assistance.
19. Compose text using pictures and words with ideas that relate to a topic, with assistance.
20. Compose text with a simple opening and simple closing and with complete sentences or thoughts.
21. Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate.
22. In written text meet targeted objectives.
23. Use narrative, descriptive, expository, and/or persuasive features.
24. Recognize different forms of written communication.
25. Listen for enjoyment, for information, and for simple directions to follow.
26. Demonstrate listening behaviors with teacher assistance.
27. Speak clearly when sharing ideas and asking questions in small and large groups.
28. Give simple oral directions.
29. Find resources on topics of interest, with assistance.
30. Give credit, through discussion, for others’ ideas, images and information, with assistance.
31. Identify, with assistance, simple messages conveyed through oral and visual media.

Mathematics

1. Read, write, and compare whole numbers less than 100.
2. Recognize $\frac{1}{2}$ and $\frac{1}{4}$ of a shape.
3. Compose or decompose whole numbers up to 20 using multiple strategies such as known facts, doubles and close to doubles, tens, and one place value.
4. Skip count by 2s, 5s and 10s.
5. Represent/model a given situation involving addition and subtraction of whole numbers using pictures, objects, or symbols.
6. Describe or represent the mental strategy used to compute addition and subtraction problems.
7. Use strategies to develop fluency with basic number relationships of addition and subtraction for sums up to 20.
8. Apply and describe the strategy used to solve addition or subtraction problems.
9. Extend patterns of sound, shape, motion or a simple numeric pattern.
10. Describe how simple repeating patterns are generated.

11. Using addition or subtraction, represent a mathematical situation as an expression or number sentence.
12. Apply the commutative and associate properties of addition to whole numbers.
13. Model situations that involve the addition of whole numbers, using pictures, objects or symbols.
14. Identify, name and describe 2 and 3 dimensional shapes using physical models (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid).
15. Use models to compose and decompose 2 dimensional shapes.
16. Describe, name and interpret relative positions in space (left, right).
17. Use manipulatives to model flips.
18. Recognize shapes that have symmetry.
19. Select the appropriate tool for the attribute being measured (size, temperature, time, weight).
20. Tell time to the nearest half hour.
21. Count money to a dollar, including half dollars.
22. Use repetition of a single unit to measure something larger than the unit, (e.g. length of book with paper clips).
23. Pose questions and gather data about themselves and their surroundings.
24. Sort and classify items according to their attributes.
25. Represent one-to-one correspondence data using pictures and bar graphs.

SECOND GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text.
2. Read grade-level instructional text with fluency, accuracy and expression.
3. Develop vocabulary by reading, listening to, and discussing unknown words in stories using root words, classroom resources, and context clues.
4. Develop and apply pre-reading strategies to aid comprehension for targeted objectives.
5. During reading, develop and utilize strategies for targeted objectives.
6. Apply post-reading skills to respond to text for targeted objectives.
7. Identify relevant connections between text to text, text to self, and text to world.
8. Use details from text to locate and apply information in title, pictures and table of contents.
9. Identify examples of rhythm, rhyme and alliteration.
10. Use details from text to make basic inferences about setting, characters and problem, predict solution, identify events in logical sequence.
11. Identify examples of rhythm, rhyme and alliteration.
12. Use details from text for targeted objectives.
13. Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs.
14. Explain examples of sensory details in nonfiction text.
15. Read and follow simple directions to perform a task.
16. Follow a writing process to master targeted objectives.
17. Compose text showing awareness of audience.
18. Compose text with a clear controlling idea and relevant details/examples, with assistance.
19. Compose text with evidence of beginning, middle and end and complete sentences or thoughts.
20. In composing text, identify and write sentences: declarative and interrogative
21. Compose text using words that are related to the topic, and some words that are specific and accurate.
22. In written text master targeted objectives.
23. Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.
24. Compose thank-you notes, friendly letters, lists, and invitations.
25. Listen for enjoyment, for information, to solve problems, and for directions to complete a simple task.
26. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
27. Speak at an appropriate volume and maintain a clear focus when sharing ideas.
28. Give clear oral directions to complete a simple task.
29. Formulate keywords and questions, with assistance, to locate resources on topics of interest.
30. Locate information on keywords and questions in provided resources, with assistance.
31. Give credit, through discussion, for others’ ideas, images and information.
32. Identify, with assistance, intended messages conveyed through oral and visual media.

Mathematics

1. Read, write, and compare whole numbers less than 1000.
2. Recognize $\frac{1}{2}$ and $\frac{1}{4}$ of a shape.
3. Compose or decompose numbers by using a variety of strategies, such as using known facts, tens place value or landmark numbers to solve numbers.
4. Skip count by multiples of numbers less than 10.
5. Represent/model a given situation involving two-digits whole number addition or subtraction.
6. Describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including 2-digit numbers.
7. Demonstrate fluency including quick recall with basic number relationships of addition and subtraction for sums up to 20.
8. Apply and describe the strategies used to compute 2-digit addition or subtraction problems with regrouping.

9. Estimate sums and difference of whole numbers.
10. Describe and extend simple numeric patterns and change from one representation to another.
11. Describe how simple growing patterns are generated.
12. Using addition or subtraction, represent a mathematical situation as an expression or number sentence.
13. Solve problems with whole numbers using the commutative and associative properties of addition.
14. Model situations that involve addition and subtraction of whole numbers, using pictures, objects or symbols.
15. Describe qualitative change, such as students growing taller.
16. Describe attributes and parts of 2- and 3-dimensional shapes (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid).
17. Identify locations with simple relationships on a map (coordinate system).
18. Use manipulatives to model slides and turns.
19. Create shapes that have symmetry.
20. Select an appropriate unit and tool for the attribute being measured (size, temperature, time, weight) and to the nearest inch, centimeter, degree, half and pound.
21. Tell time to the nearest one fourth (quarter) hour.
22. Make change from a dollar.
23. Use standard units of measure (cm, inch) and the inverse relationships between the size and number of units.
24. Pose questions and gather data about themselves and their surroundings.
25. Sort and classify items according to their attributes and organize data about the items.
26. Represent one-to-many correspondence data using pictures and bar graphs.

THIRD GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to independently “problem-solve” unknown words when reading when needed.
2. Read grade-level instructional text with fluency, accuracy and expression.
3. Develop vocabulary through text, using root words, synonyms and antonyms, context clues, glossary, and dictionary, with assistance.
4. Apply pre-reading strategies to aid comprehension for targeted objectives.
5. During reading, utilize strategies to master targeted objectives.
6. Apply post-reading skills to demonstrate comprehension of text for targeted objectives.
7. Identify and explain connections between: text to text, text to self, and text to world.
8. Use grade level text to locate and apply information in title, table of contents and glossary, locate and recognize the text features of fiction, poetry and drama.
9. Identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced.
10. Use details from text to master targeted objectives that apply to fiction, poetry, and drama.
11. Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps.
12. Identify and explain examples of sensory details and figurative language in nonfiction text.
13. Use details from text to master targeted objectives that apply to nonfiction.
14. Read and follow two- and three-step directions to complete a simple task.
15. Follow a writing process to master targeted objectives.
16. Compose text showing awareness of audience and in a format appropriate to audience and purpose.
17. Compose text with a clear controlling idea and relevant details/examples.
18. Compose text with a beginning, middle and end and sentence variety.
19. Compose text using words that are related to the topic, and some words that are specific and accurate.
20. In written text master the targeted objectives.
21. Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features and Compose text emphasizing the format of diary/journal entries and friendly letters.
22. Listen for enjoyment, for information, to distinguish fact from opinion, and for directions to complete a two-or three-step task.
23. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
24. Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.
25. Give clear two- and three-step oral directions to complete a simple task.
26. Formulate keywords and questions to investigate topics.
27. Locate information on keywords in provided resources.
28. Informally give credit for others’ ideas, images and information found in various resources.
29. Identify intended messages conveyed through oral and visual media.

Mathematics

1. Read, write and compare whole numbers up to 10,000.
2. Represents halves, thirds and fourths.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers including expanded notation.
4. Classify numbers by their characteristics, including odd and even.
5. Represent/model a given situation involving multiplication and related division using various models including sets, arrays, areas, repeated addition/subtraction , sharing and partitioning.
6. Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.
7. Represent a mental strategy used to compute a given multiplication problem up to 9×9 .

8. Use strategies to develop fluency with basic number relationships (9 x 9) of multiplication and division.
9. Apply and describe the strategy used to compute up to a 3-digit addition or subtraction problems.
10. Estimate and justify sums and difference of whole numbers.
11. Extend geometric (shapes) and numeric patterns to find the next term.
12. Represent patterns using words, tables or graphs.
13. Using all operations, represent a mathematical situation as an expression or number sentence.
14. Use the commutative, distributive and associate properties for basic facts of whole numbers.
15. Model problem situations, including multiplication with objects or drawings.
16. Describe quantitative change, such as students growing two inches in a year.
17. Compare and analyze 2-dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid, triangle).
18. Predict the results of putting together or taking apart 2- and 3- dimensional shapes.
19. Describe location using common language and geometric vocabulary (forward, back, left, right, north, south, east, west).
20. Determine if two objects are congruent through a slide, flip or turn.
21. Identify lines of symmetry in polygons.
22. Identify, justify and use the appropriate unit of measure (linear, time, weight).
23. Tell time to the nearest five minutes.
24. Determine change from \$5.00 and add and subtract money values to \$5.00.
25. Use a referent for measures to make comparisons and estimates.
26. Determine the perimeter of polygons.
27. Design investigations to address a given question.
28. Read and interpret information from line pilots and graphs (bar, line, pictorial).
29. Describe the shape of data and analyze it for patterns.
30. Discuss events related to students' experience as likely or unlikely.

FOURTH GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to “problem-solve” unknown words when reading when needed.
2. Read grade-level instructional text with fluency, accuracy and expression and adjusting reading rate to difficulty and type of text.
3. Develop vocabulary through text, using root words and affixes, synonyms and antonyms, context clues, glossary and dictionary.
4. Apply pre-reading strategies to aid comprehension for targeted objectives.
5. During reading, utilize strategies to determine meaning of unknown words self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.
6. Apply post-reading skills to demonstrate comprehension of text for targeted objectives.
7. Identify and explain connections between text to text, text to self, and text to world.
8. Use grade level text to locate, interpret and apply information in title, table of contents and glossary.
9. Use grade level text to locate and recognize the text features of fiction, poetry and drama.
10. Identify and explain examples of sensory details and figurative language along with literary techniques previously introduced.
11. Use details from text to master targeted objectives that apply to fiction, poetry, and drama.
12. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text.
13. Identify and explain examples of sensory details and figurative language in nonfiction text.
14. Use details from text to master targeted objectives that apply to nonfiction.
15. Read and follow three- and four-step directions to complete a task.
16. Follow a writing process to master targeted objectives.
17. Compose text showing awareness of audience and in a format appropriate to audience and purpose.
18. Compose text with a clear controlling idea and relevant details/examples.
19. Use parts of speech correctly in written text.
20. Compose text with a beginning, middle, and end.
21. Compose text with a logical sequence of events and sentence variety.
22. Compose text using words that are specific, accurate, and suited to the topic and sensory detail.
23. In written text master the targeted objectives.
24. Compose a narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.
25. Compose text using an appropriate format.
26. Listen for enjoyment, for information, for directions, to identify tone, mood and emotion of verbal and nonverbal communication.
27. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
28. In discussions and presentations, present ideas in a logical sequence, identify and apply appropriate speaking techniques such as volume control, pace and eye contact.
29. Give clear and concise three- and four-step oral directions to complete a task.
30. Formulate and research keywords and questions to establish a focus and purpose for inquiry.
31. Locate and use various resources to find information on keywords and questions.
32. Identify relevant information and record main ideas and important details in own words.
33. Informally give credit for others’ ideas, images and information found in various resources.
34. Identify and explain intended messages conveyed through oral and visual media.

Mathematics

1. Read, write and compare and whole numbers less than 100,000.
2. Use models, benchmarks (0, $\frac{1}{2}$ and 1) and equivalent forms to judge the size of fractions.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
4. Classify and describe numbers by their characteristics, including odd, even, multiples and factors.

5. Represent and recognize multiplication and related division using various models, including equal intervals on the number line, equal size groups, distributive property, etc.
6. Describe the effects of multiplying and dividing whole numbers as well as the relationship between the two operations.
7. Represent a mental strategy used to compute a given multiplication problem (up to 2-digit by 2-digit multiple of).
8. Demonstrate fluency with basic number relationships (12 X 12) of multiplication and related division facts.
9. Apply and describe the strategy used to compute a given: multiplication problem up to a 2-digit by 2-digit numbers and related division facts.
10. Estimate and justify products of whole numbers.
11. Describe geometric and numeric patterns.
12. Analyze patterns using words, tables and graphs.
13. Using all operations, represent a mathematical situation as an expression or number sentence.
14. Use the commutative, distributive and associative properties of addition and multiplication for multidigit numbers.
15. Model problem situations, using representations such as graphs, tables or number sentences.
16. Describe mathematical relationships in terms of constant rates of change.
17. Name and identify properties of 1-, 2-, and 3-dimensional shapes and describe the attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary (rectangle, prisms, cylinder, pyramid, sphere, cone, parallelism, perpendicularity).
18. Describe the results of subdividing, combining and transforming shapes.
19. Describe movement using common language and geometric vocabulary (forward, back, left, right, north, south, east, west).
20. Predict the results of sliding/translating, flipping/reflecting or rotating around the center point of a polygon.
21. Create a figure with multiple lines of symmetry and identify the lines of symmetry.
22. Given the picture of a prism, identify the shapes of the faces.
23. Identify and justify the unit of linear measure including perimeter and (customary metric).
24. Identify equivalent linear measures within a system of measurement.
25. Tell time to the nearest minute.
26. Determine change from \$10.00 and add and subtract money values to \$10.00
27. Select and use benchmarks to estimate measurements (linear, capacity, weight).
28. Select and use benchmarks to estimate measurement of 0-, 45- (acute), 90- (right) greater than 90 (obtuse) degree angles.
29. Determine and justify areas of polygons and non-polygonal regions imposed on a rectangle grid.
30. Collect data using observations, surveys and experiments.
31. Create tables or graphs to represent categorical and numerical data (including line pilots).
32. Describe important features of the data set.
33. Given a set of data, propose and justify conclusions that are based on the data.

FIFTH GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to “problem-solve” unknown words when reading when needed.
2. Read grade-level instructional text with fluency, accuracy and expression and adjusting reading rate to difficulty and type of text.
3. Develop vocabulary through text, using roots and affixes, context clues, glossary and dictionary.
4. Apply pre-reading strategies to aid comprehension.
5. During reading, utilize strategies to determine meaning of unknown words self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.
6. Apply post-reading skills to demonstrate comprehension of text for targeted objectives.
7. Compare, contrast and analyze connections between text to text, text to self, and text to world.
8. Use grade level text to locate, interpret and apply information in title, table of contents and glossary.
9. Use grade level text to locate and recognize the text features of fiction, poetry and drama.
10. Identify and explain examples of literary techniques in text emphasizing simile, metaphor, personification, and analyze literary techniques previously introduced that apply to fiction, poetry, and drama.
11. Use details from text to master targeted objectives that apply to fiction, poetry, and drama.
12. Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas.
13. Identify and explain figurative language in nonfiction text emphasizing simile, metaphor, personification, and analyze literary techniques previously introduced that apply to nonfiction.
14. Use details from text to explain main idea and supporting details, sequence events, identify and explain cause and effect, compare and contrast, make predictions, make inferences, evaluate the accuracy of the information, identify and interpret author's ideas and purpose.
15. Read and follow multi-step directions to complete a task.
16. Follow a writing process to master targeted objectives.
17. Compose text showing awareness of audience and in a format appropriate to audience and purpose.
18. Compose text with strong, controlling idea and relevant, specific details.
19. Use parts of speech correctly in written text: verb tense, adjective forms.
20. Write text with a clear beginning, middle, and end; a logical sequence of events; evidence of paragraphing; and sentence variety.
21. Compose text using words that are specific, accurate, and suited to the topic; writing techniques, such as sensory detail and, with assistance, purposeful dialogue.
22. In written text master the targeted objectives.
23. Use a note-taking system to organize information from written text.
24. Compose a variety of texts, narrative, descriptive, expository, and/or persuasive texts, using appropriate text features; selecting and using an appropriate format; including a summary.
25. Listen for enjoyment, for information, for directions, to identify and interpret tone, mood and emotion of verbal and nonverbal communication.
26. Use active-listening behaviors.
27. In discussions and presentations, give organized presentations that demonstrate a clear viewpoint; select and use appropriate public speaking techniques such as rate, pace and enunciation.
30. Give clear and concise multi-step oral directions to complete a task.
31. Develop research questions in order to establish a focus and purpose for a project.
32. Locate and use various resources to acquire information to answer questions.
33. Use a specified note-taking format to record relevant information.
34. Give credit for others' ideas, images and information by listing sources used in research.
35. Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs).

Mathematics

1. Read, write, compare whole numbers less than 1,000,000, unit fractions and decimals to hundredths (including location on the number line).
2. Recognize and generate equivalent forms of commonly used fractions and decimals.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
4. Describe numbers according to their characteristics, including whole number common factors and multiples, prime or composite, and square numbers.
5. Describe the effects of multiplication and division on fractions and decimals.
6. Apply properties of operation (including order of operations) to positive rational numbers.
7. Describe a mental strategy used to compute a given division problem, where the quotient is a multiple of 10 and the divisor is a 1-digit number (e.g., $350 \div 7$).
8. Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions (with unlike denominators) and division of whole numbers.
9. Apply and describe the strategy used to compute a division problem up to a 3- digit by 2- digit and addition and subtraction of fractions and decimals.
10. Estimate and justify products, and quotients of whole numbers and sums differences of decimals and fractions.
11. Make and describe generalizations about geometric and numeric patterns.
12. Represent and analyze patterns using words, tables and graphs.
13. Using all operations, represent a mathematical situation as an expression or number sentence using a letter or symbol.
14. Use the commutative, distributive and associative properties for fractions and decimals.
15. Model problem situations and draw conclusions, using representations such as graphs, tables or number sentence.
16. Identify, model and describe situations with constant or varying rates of change.
17. Analyze and classify 2- and 3- dimensional shapes by describing the attributes.
18. Predict and justify the results of subdividing, combining and transforming shapes.
19. Use coordinate systems to specify locations, describe paths and find the distance between points along horizontal and vertical lines.
20. Predict, draw and describe the results of sliding/translating, flipping / reflecting and turning / rotating around a center point of a polygon.
21. Identify polygons and designs with rotational symmetry.
22. Given a net of a prism or cylinder, identify the 3- dimensional shape.
23. Identify and justify the unit of measure for area (customary and metric).
24. Identify the equivalent weights and equivalent capacities within a system of measurement.
25. Determine volume by finding the total number of the same size units needed to fill a space without gaps or overlaps.
26. Covert from one unit to another within a system of linear measurement (customary and metric).
27. Evaluate data-collection methods.
28. Describe methods to collect, organize and represent categorical and numerical data.
29. Compare related data sets.
30. Given a set of data make and justify predictions.

SIXTH GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to “problem-solve” unknown words when reading when needed.
2. Read grade-level instructional text with fluency, accuracy and expression; adjusting reading rate to difficulty and type of text.
3. Develop vocabulary through text, using roots and affixes, context clues, glossary, dictionary and thesaurus.
4. Apply pre-reading strategies to aid comprehension access prior knowledge, preview, predict, set a purpose and rate for reading.
5. During reading, utilize strategies to determine meaning of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.
6. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
7. Compare, contrast and analyze connections: text to text, text to self, text to world.
8. Use grade level text to interpret and analyze information in title; recognize and interpret the text features of fiction, poetry and drama.
9. Identify and explain literary techniques, in text emphasizing targeted objectives.
10. Use details from text to master targeted objectives.
11. Identify and explain text features in biography and autobiography; analyze text features to clarify meaning, emphasizing and newspapers and magazines,
12. Identify and explain literary techniques and figurative language in nonfiction text emphasizing targeted objectives.
13. Use details from text to master targeted objectives.
14. Read and follow multi-step directions to complete a complex task.
15. Follow a writing process to master targeted objectives.
16. Compose text showing awareness of audience; choosing a form appropriate to topic and specific audience.
17. Compose text with strong controlling idea; relevant, specific details.
18. Compose text with a clear, beginning, middle, and end; logical sequence of events; appropriate paragraphing; a variety of sentence structures, including simple and compound.
19. Compose text using precise and vivid language; writing techniques, such as figurative language, sensory detail, and purposeful dialogue.
20. In written text master the targeted objectives.
21. Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features including a summary (narrative or informational).
22. Listen for enjoyment, for information, for directions, to identify tone, mood and emotion of verbal and nonverbal communication.
23. Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion).
24. In discussions and presentations: speak clearly and stay on topic, use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact.
30. Give clear and concise multi-step oral directions to complete a complex task.
31. Develop questions and statements of purpose to guide research.
32. Locate and use multiple resources to acquire information, answer questions, and support purpose.
33. Record relevant information using a variety of note-taking and organizational strategies.
34. Define “plagiarism” and document research sources.
35. Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays, and/or news programs).

Mathematics

1. Apply and understand whole numbers to millions, fractions and decimals to the thousandths (including location on the number line.).
2. Recognize and generate equivalent forms of fractions, decimals and benchmark percents.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
4. Describe the effects of multiplication and division on fractions and decimals.
5. Apply properties of operations (including order of operation) to positive rational numbers.
6. Identify square and cubic numbers and determine whole number roots and cubes.
7. Multiply and divide positive rational numbers.
8. Estimate and justify the results of multiplication and division of positive rational numbers.
9. Solve problems using ratios and rates.
10. Represent and describe patterns with tables, graphs, pictures, symbolic rules or words.
11. Compare various forms of representations to identify patterns.
12. Identify functions as linear or nonlinear from tables or graphs.
13. Use symbolic algebra to represent unknown quantities in expressions or equations and solve one-step equations.
14. Use the commutative, distributive and associate properties to generate equivalent forms for simple algebraic expressions.
15. Model and solve problems, using multiple representations such as tables, expressions and one-step equations.
16. Construct and analyze representations to compare situations with constant or varying rates of change.
17. Identify similar and congruent shapes.
18. Use coordinate systems to construct geometric shapes.
19. Describe the transformation from a given pre-image using the terms reflection/flip, rotation/turn, and translation/slide.
20. Create polygons and designs with rotational symmetry.
21. Use spatial visualization to identify isometric representations of net plans.
22. Draw or use visual models to represent and solve problems.
23. Identify and justify the unit of measure for area and volume (customary and metric).
24. Solve problems involving elapsed time (hours and minutes).
25. Identify and justify an angle as acute, obtuse, straight, or right.
26. Solve problems involving the area or perimeter of polygons.
27. Convert from one unit to another within a system of measurement (mass and weight).
28. Formulate questions, design studies and collect data about a characteristic.
29. Interpret circle graphs; create and interpret stem-and-leaf plots.
30. Find the range and measures of center, including median, mode and mean.
31. Use observations about differences between 2 samples to make conjectures about the populations from which the sample were taken.

SEVENTH GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to “problem-solve” unknown words when reading when needed.
2. Read grade-level, instructional text: with fluency, accuracy and appropriate expression, adjusting reading rate to difficulty and type of text.
3. Develop vocabulary through text, using roots and affixes, context clues, glossary, dictionary and thesaurus.
4. Apply pre-reading strategies to aid comprehension access prior knowledge, preview, predict, set a purpose and rate for reading.
5. During reading, utilize strategies to determine meaning of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, and summarize.
6. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
7. Compare, contrast, analyze and evaluate connections text to text, text to self, text to world.
8. Use grade level text to interpret and analyze information in title, recognize and interpret the text features of fiction, poetry and drama.
9. Identify and explain literary techniques, in text emphasizing the targeted objectives.
10. Use details from text to demonstrate comprehension skills previously introduced: identify plot and sub-plot, mood, flashback, theme and types of conflict; analyze cause and effect, identify and explain point of view; evaluate the problem-solving processes of characters; evaluate the effectiveness of solutions.
11. Explain and analyze text features to clarify meaning, emphasizing consumer texts.
12. Identify and explain literary techniques and figurative language in nonfiction text emphasizing targeted objectives.
13. Use details from text to summarize author's ideas, make predictions, make inferences, evaluate the accuracy of the information, analyze the text to sequence events, compare and contrast, compare author’s viewpoint; identify problem solving processes and explain the effectiveness of solutions; analyze two or more texts.
14. Read and follow multi-step directions to a complete a complex task.
15. Follow a writing process to master targeted objectives.
16. Compose text showing awareness of audience; choosing a form appropriate to topic and specific audience.
17. Compose text with strong, controlling idea; relevant, specific details.
18. Compose text with an effective beginning, middle, and end; a logical order; appropriate paragraphing; a variety of sentence structures, including complex sentences; cohesive devices, especially transitions.
19. Compose text using precise and vivid language; writing techniques, such as figurative language, sensory detail and purposeful dialogue.
20. In written text capitalize within dialogue; use commas and quotation marks in dialogue, and semi-colon in compound sentences; use correct agreement of pronoun and antecedent, and consistent verb tense; use standard spelling, classroom resources, including dictionary, to edit for correct spelling.
21. Compose a variety of texts using narrative, descriptive, expository, and/or persuasive features including a summary; responding to literature.
22. Listen for enjoyment, for information, for directions; critically to recognize and interpret propaganda techniques.
23. Use active-listening behaviors.
24. In discussions and presentations, use designated time constraints, media, organized notes.
25. Give clear and concise multi-step oral directions to complete a complex task.
26. Develop a research plan, with assistance, to guide investigation and research of focus questions.
27. Locate and use multiple resources to acquire relevant information, evaluate reliability of information, fulfill research plan.
28. Record relevant information using a variety of note-taking and organizational strategies.
29. Document research sources using a given citation format.
30. Identify and explain media techniques used to convey messages in various media.

Mathematics

1. Compare and order all positive rational numbers and find their approximate location on a number line.
2. Recognize and generate equivalent forms of fractions, decimals and percents.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including exponential notation.
4. Describe the effects of all operations on rational numbers including integers.
5. Apply properties of operations (including order of operations) to positive rational numbers and integers.
6. Approximate the value of square roots to the nearest whole number.
7. Apply all operations on rational numbers including integers.
8. Estimate and justify the results of all operations on rational numbers.
9. Solve problems involving proportions, such as scaling and finding equivalent ratios.
10. Analyze patterns represented graphically or numerically with words or symbolic rules, including recursive notation.
11. Compare and contrast various forms of representations of patterns.
12. Identify functions as linear or nonlinear from tables, graphs or equations.
13. Use symbolic algebra to represent unknown quantities in expressions or equations and solve linear equations with one variable.
14. Use properties to generate equivalent forms for simple algebraic expressions that include positive rationals and integers.
15. Model and solve problems, using multiple representations such as graphs, tables, expressions, and linear equations.
16. Compare situations with constant or varying rates of change.
17. Identify the 2- dimensional cross-section of a 3- dimensional shape.
18. Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.
19. Use coordinate geometry to conduct and identify geometric shapes in the coordinate plane sing their properties.
20. Describe the relationship between the scale factor and the perimeter of the image using a dilation (contractions- magnifications) (stretching/shrinking).
21. Determine all lines of symmetry of a polygons.
22. Use spatial visualizations to identify various 2-dimensional views of isometric drawings.
23. Draw or use visual models to represent and solve problem.
24. Identify and justify the unit of measure for volume (customary and metric).
25. Identify the equivalent area and volume measures within a system of measurement (e.g., sq ft. to sq in.,m3, to c m3).
26. Solve problems involving addition and subtraction of time (hours, minutes and seconds).
27. Use tools to measure angles to the nearest degree and classify the angle as acute, obtuse, right, straight, or reflex.
28. Solve problems involving circumference and/or area of a rectangular or triangular prism, or cylinder.
29. Convert from one unit to another within a system of measurement (capacity) and convert square or cubic units within the same system of measurement.
30. Select, create and use appropriate graphical representation of data, including circle graphs, histograms.
31. Find, use and interpret measures of center and spread, including ranges.
32. Use observations about differences between samples to make conjectures about the populations from which the samples were taken.

EIGHTH GRADE GRADE-LEVEL EXPECTATIONS

Communication Arts

1. Apply decoding strategies to “problem-solve” unknown words when reading when needed.
2. Read grade-level instructional text with fluency, accuracy and expression; adjusting reading rate to difficulty and type of text.
3. Develop vocabulary through text, using roots and affixes, context clues, glossary, dictionary and thesaurus.
4. Apply pre-reading strategies to aid comprehension to access prior knowledge, preview, predict with evidence, and set a purpose and rate for reading.
5. During reading, utilize strategies to determine meaning of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase and summarize.
6. Apply post-reading skills to comprehend, interpret, analyze, and evaluate text for targeted objectives.
7. Compare, contrast, analyze connections text to text, text to self, and text to world.
8. Use grade level text to interpret and analyze information in title; recognize and interpret the text features of fiction, poetry and drama.
9. Identify and explain literary techniques, in text, emphasizing targeted objectives.
10. Use details from text to demonstrate comprehension skills previously introduced: identify plot and sub-plot, mood, flashback, theme and types of conflict; analyze cause and effect, identify and explain point of view; evaluate the problem-solving processes of characters; evaluate the effectiveness of solutions.
11. Explain, analyze, and evaluate the author’s use of text features to clarify meaning.
12. Identify and explain literary techniques and figurative language in nonfiction text, emphasizing targeted objectives.
13. Use details from text to master targeted objectives.
14. Read and follow multi-step directions to complete a complex task.
15. Follow a writing process to master targeted objectives.
16. Compose text showing awareness of audience; choosing a form and point of view appropriate to purpose and audience.
17. Compose text with strong, controlling idea; relevant specific details, complex ideas, freshness of thought.
18. Compose text with an effective beginning, middle, and end; a logical order; effective paragraphing; a variety of sentence structures, including compound-complex; cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure.
19. Compose text, using precise and vivid language; writing techniques, such as figurative language, sensory detail and purposeful dialogue.
20. In written text use conventions of capitalization, use colon to introduce lists, use correct pronoun case, use dictionary, spell-check and other resources to edit for correct spelling.
21. Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features; in various formats, including workplace communication; including summary; including literature response.
22. Listen for enjoyment, for information, for directions, and use clarifying strategies for understanding; to recognize how colloquialisms and jargon reflect context, regions and cultures.
23. Use active-listening behaviors.
24. In discussions and presentations, use appropriate body language; incorporate media or technology; respond to questions.
25. Give clear and concise multi-step oral directions to complete a complex task.
26. Develop a research plan to guide investigation and research of focus questions.
27. Locate and use primary and secondary sources to investigate research topics, acquire relevant information; evaluate reliability of information.
28. Record relevant information using a self-selected note-taking or organizational strategy.
29. Document sources of information using a standard citation format.
30. Analyze, describe and evaluate the elements of messages projected in various media.

Mathematics

1. Compare and order rationals and percents, including finding their approximate locations on a number line.
2. Use fractions, decimals and percents to solve problems.
3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including scientific notation.
4. Apply properties of operations to rational numbers, including order of operations and inverse operations.
5. Generalize patterns represented graphically or numerically using words or symbolic rules, including explicit notation.
6. Compare and contrast various forms of representations of patterns.
7. Identify functions linear or nonlinear from tables, graphs or equations.
8. Use symbolic algebra to represent and solve problems that involve linear relationships.
9. Use properties to generate equivalent forms for simple algebraic expressions that include all rationals.
10. Model and solve problems, using multiple representations such as graphs, tables, and linear equations.
11. Analyze the nature of changes (including slope and intercepts) in quantities in linear relationships.
12. Describe, classify and generalize relationships between and among types of a) 2-dimensional objects and b) 3-dimensional objects using their defining properties including Pythagorean Theorem.
13. Use coordinate geometry to analyze properties of right triangles and quadrilaterals (including the use of the Pythagorean Theorem).
14. Reposition shapes under formal transformations, such as reflection, rotation, and translation.
15. Describe the relationship between the scale factor and the area of the image using a dilation (stretching/shrinking).
16. Identify the number of rotational symmetries of regular polygons.
17. Create isometric drawings from a given net plan.
18. Draw or use visual models to represent and solve problems.
19. Solve problems of angle measure, including those involving triangles and parallel lines cut by a transversal.
20. Analyze precision and accuracy in measurement situations and determine number of significant digits.
21. Select, create and use appropriate graphical representation of data (including scatter plots) and box plots (box and whiskers)
22. Find, use and interpret measures of center, outliers and spread, including range and interquartile range.
23. Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.
24. Make conjectures about possible relationships between 2 characteristics of a sample on the basis of scatter plots of the data and approximate lines of fit.