

# NORTHVIEW ELEMENTARY SCHOOL



PARENT/STUDENT HANDBOOK  
2015-2016

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## **CENTRAL OFFICE ADMINISTRATION**

Dr. Tiffany Anderson..... Superintendents of Schools

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## **BOARD OF EDUCATION**

Harold Austin, President

Reggie Hall, Vice President

Yolonda Fountain-Henderson, Secretary

& Mayor of Jennings

Terry Wilson, Treasurer

Rose Mary Johnson, Director

Miranda Jones, Director

John Schlereth, Director

**NORTHVIEW ELEMENTARY SCHOOL  
STAFF ROSTER  
2015-2016**

**Dr. Vernice Hicks-Prophet, Focus School Supervisor**

**Dr. Patricia Guyton, Associate Principal**

**Ms. Michelle Smith, Dean of Students**

**Mrs. Donna Hall, Secretary**

**Mrs. Jerry Spires, Secretary Assistant**

| <b><u>Teacher</u></b> | <b><u>Grade</u></b> | <b><u>Room</u></b> |
|-----------------------|---------------------|--------------------|
| Nikitia Jamerson      | PreK                | 119                |
| Shannan Kimbrough     | KG                  | 146                |
| Wendy Lindsay         | KG                  | 123                |
| Mary Ellen Michaels   | KG                  | 121                |
| Gail Taylor           | KG                  | 122                |
| Rachel Gwinn          | 1st                 | 103                |
| Sarah Roy             | 1st                 | 115                |
| Laurie Swanson-Suhre  | 1st                 | 120                |
| Alice Weaver          | 1st                 | 113                |
| Cynthia Campbell      | 2nd                 | 109                |
| Cole Cochran          | 2nd                 | 110                |
| Kristen Olson         | 2nd                 | 147                |
| Brian Sharp           | 2nd                 | 112                |
| Rondilynn Chunn       | 3rd                 | 106                |
| Carmen Little         | 3rd                 | 108                |
| Jennifer Showers      | 3rd                 | 105                |
| Talisia Temple        | 4th                 | 214                |
| Lloyd Givens          | 4th                 | 217                |
| Amy Hoffman           | 4th                 | 218                |
| Deanna Brown          | 5th                 | 206                |
| Alicia Davis          | 5th                 | 203                |
| Debra Peterson        | 5th                 | 204                |
| Tanetra Flewellen     | 6th                 | 211                |
| Ciara Jones           | 6th                 | 209                |
| Sonji Harvey          | 6th                 | 212                |

## **STAFF ROSTER Cont.**

### **SPECIALISTS**

| <b><u>Teacher</u></b>            | <b><u>Room</u></b> |
|----------------------------------|--------------------|
| Dawn Carylton - Librarian        | 152                |
| Brian Hopfer – P.E.              | 202                |
| Dr. Dianna Isaac-Johnson – Music | 118                |
| Susan Stovall – P.E.             | 202                |
| David Whitney – Art              | 201                |

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### **SPECIAL EDUCATION**

| <b><u>Teacher</u></b> | <b><u>Teacher Assistant</u></b> | <b><u>Room</u></b> |
|-----------------------|---------------------------------|--------------------|
| Janet Dinwiddie       | Cheryl Mosby                    | 101                |
| Candace Gardner       | Mary Jo Hughes                  | 219                |
| Viola Jackson         | Gloria Blocker- Morrow          | 219                |

#### **Speech**

|                          |     |
|--------------------------|-----|
| Andrea Campbell-Williams | 135 |
|--------------------------|-----|

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### **SUPPORT STAFF**

|  | <b><u>Room</u></b> |
|--|--------------------|
| Karmen Baker – Professional School Counselor | 227                |
| Mindy Hoxworth – Counselor                   | 117                |
| Juanita Ivy – PreK Teacher Assistant         | 119                |
| Jasmine Kirksey – Interventionist            | 219                |
| Willie Moore – School/Home Coordinator       | 154                |
| Fran Hunter – Nurse                          | 221                |
| Denise Tramble – Parent Liaison              | 154                |
| Carliss Cole – Building Sub                  |                    |

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### **SPECIAL SERVICE SUPPORT**

|   | <b><u>Room</u></b> |
|---|--------------------|
| Natalie Arduini – Lutheran Family and Children’s Services of Missouri | 153                |

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### **MAINTENANCE SUPPORT**

|                                  |
|----------------------------------|
| Melvin Douglas – Maintenance     |
| Sean Stayton – Head Custodian    |
| Preston Crenshaw – Custodian     |
| Arlandis Shipp – Night Custodian |
| Quinton Smith – Night Custodian  |

# Northview Elementary School Calendar 2015-2016

## AUGUST

- 03 New Teacher Orientation
- 04-07 Staff Development**
- 04 Staff Convocation**
- 08 Back to School Jamboree
- 10 First Day of School**
- 10 Staff Meeting**  
3:20 – 4:00 1<sup>st</sup> Day of School Debriefing
- 12 Staff Meeting**  
3:20 – 4:00 Staff Meeting  
4:00 p.m. – 4:20 Website Update
- 17 Board Meeting 7:00 p.m.
- 24-28 SRI Districtwide Testing
- 26 Staff Meeting/PD**  
Administrative Team Presenting
- 27 Open House 4:00PM-6:00PM
- 30 PBIS Tier III students names due

## SEPTEMBER

- 07 Labor Day-**NO SCHOOL**
- 11 Grandparents Day
- 14 PTO Meeting 6:00 p.m.  
**\*Hosting – PreK & Kindergarten**
- 14-25 Acuity Diagnostic 1 (3<sup>rd</sup> – 6<sup>th</sup>)
- 09 Picture Day 9am. - Until
- 9 Staff Meeting**  
3:20 – 4:00 Staff Meeting  
4:00 p.m. – 4:20 Website Update
- 10 Bobo's Pizza Fundraiser Kick-Off  
PK-3<sup>rd</sup> 10:00 a.m.  
4<sup>th</sup> – 6<sup>th</sup> 10:30 a.m.
- 21 Board Meeting 7:00 p.m.
- 23 PBIS Warrior Pride Names Due
- 23 Staff Meeting/PD**
- 24 Pizza Money is due
- 30 PBIS Warrior Pride Incentive

## OCTOBER

- 04-10 Fire Prevention Week  
**\*Counselor - chairperson**
- 05 PTO Meeting 6:00 p.m.  
**\*Hosting – 1<sup>st</sup> Grade Team**
- 07 Staff Meeting**  
3:20 – 4:00 Staff Meeting  
4:00 p.m. – 4:20 Website Update
- 8 New Teachers' Meeting 3:15-4:00
- 9 End of 1<sup>st</sup> Quarter  
Quarterly Award's Assembly
- 16 Bobo's Pizza Pick Up (3p.m.-5:30 p.m.)
- 21 Board Meeting 7:00 p.m.
- 21 Staff Meeting/PD**
- 23-31 Red Ribbon Week  
**\*Counselor - chairperson**

- 23 Warrior Pride Names Due
- 22 No School Parent Teacher Conferences
- 23 No School Staff Development
- 30 Warrior Pride Incentive  
Fall Festival

## NOVEMBER

- 02 PTO Meeting 6:00 p.m.  
**\*Hosting – 2<sup>nd</sup> & 3<sup>rd</sup> Grade Team**
- 04 Staff Meeting**  
3:20 – 4:00 Staff Meeting  
4:00 p.m. – 4:20 Website Update
- 12 New Teachers' Meeting 3:15-4:00
- 16-20 Science Early Indicator (5<sup>th</sup> grade)
- 18 Staff Meeting/PD**
- 23 Warrior Pride Names Due
- 30 Warrior Pride Incentive
- 25-27 Thanksgiving Break-**NO SCHOOL**

## DECEMBER

- 02 **Staff Meeting/PD**
- 7-18 Acuity Diagnostic 2 (Grades 3-6)
- 08 Holiday Program  
**\*Mandatory for all staff members**
- 10 New Teachers' Meeting 3:15-4:00
- 14 PBIS Warrior Pride Names Due  
Board Meeting 7:00 p.m.
- 18 PBIS Warrior Pride Celebration  
Second Quarter Ends
- 21-31 Winter Break Begins

## JANUARY

- 01 No School
- 04 Staff Development Day (Staff)
- 05 School Resumes (Students)
- 07 New Teachers' Meeting 3:15-4:00
- 11 Board Meeting 7:00 p.m.
- 13 Staff Meeting**  
3:20 – 4:00 Staff Meeting  
4:00 p.m. – 4:20 Website Update
- 15 Quarterly Awards Assembly
- 18 Martin Luther King, Jr. Day-**NO SCHOOL**
- 23 Warrior Pride Names Due
- 25-29 Science Predictive B (5<sup>th</sup> grade)
- 25 PTO Meeting 6:00 p.m.  
**\*Hosting – 3<sup>rd</sup> Grade Team**
- 27 Staff Meeting/PD**
- 29 Warrior Pride Incentive

## FEBRUARY

- 01-05 Counselor Appreciation Week
- 08-19 Acuity Diagnostic C (Grades 3-6)
- 08** Board Meeting 7:00 p.m.
- 09 New Teachers' Meeting 3:15-4:00  
**School Calendar Continues**



**10 Staff Meeting**  
 3:20 – 4:00 Staff Meeting  
 4:00 p.m. – 4:20 Website Update  
 12 No School - Staff Development  
 15 Presidents' Day-**NO SCHOOL**  
 22 PTO Meeting, 6:00 p.m.- 4<sup>th</sup> Grade Team  
 22 Warrior Pride Names Due  
**24 Staff Meeting/PD**  
 26 Black History Program  
*\*Specialist/Resource – Dr. Isaac-Johnson*  
*PK – 2<sup>nd</sup> Grade 9:00 a.m.*  
*3<sup>rd</sup> – 6<sup>th</sup> Grade 1:30 p.m.*  
 29 Warrior Pride Incentive  
 \*\* Fundraiser Begins

### **MARCH**

02 Dr. Seuss Celebration  
 NEA Read Across America  
**9 Staff Meeting**  
 3:20 – 4:00 Staff Meeting  
 4:00 p.m. – 4:20 Website Update  
 10 New Teachers' Meeting 3:15-4:00  
 11 End of 3<sup>rd</sup> Quarter  
 Quarterly Award's Assembly  
 14-18 **SPRING BREAK-NO SCHOOL**  
 21 School Resumes  
 Board Meeting 7:00 p.m.  
 21 Warrior Pride Names Due  
 21-25 SRI District Wide Testing  
**23 Staff Meeting/PD**  
 25 No School – Spring Recess  
 28 PTO Meeting 6:00 p.m.  
 31 Warrior Pride Celebration

### **APRIL**

01 No School Parent Teachers Conference  
**06 Staff Meeting**  
 3:20 – 4:00 Staff Meeting  
 4:00 p.m. – 4:20 Website Update  
 07 New Teachers' Meeting 3:15-4:00

11 PTO Meeting 6:00 p.m.  
*\*Hosting – 6<sup>th</sup> Grade*  
**18-29 MAP Testing**  
 18 Warrior Pride Names Due  
 School Board Meeting 7:00  
 19-25 Office/Professional Staff Appreciation  
**20 Staff Meeting/PD**  
 30 Warrior Pride Celebration

### **MAY**

**2-13 MAP TESTING**  
 06 End of Year Calendar Distributed  
 02 Progress Reports Distributed  
 02-06 Staff Appreciation Week  
 06 Nurse Appreciation Day  
**04 Staff Meeting**  
 3:20 – 4:00 Staff Meeting  
 4:00 p.m. – 4:20 Website Update  
 09 Quarterly Award's Assembly  
 PTO Meeting 6:00 p.m.  
*\*Hosting All Grade Levels*  
 12 New Teachers' Meeting 3:15-4:00  
 16 Board Meeting 7:00 p.m.  
**18 Staff Meeting/PD**  
 24 Pre School/Kindergarten Promotion  
 24 Sixth Grade Promotion  
 25 Field Day  
**25 Last Day for Students**  
**26 Last Day for Teachers**

### **JUNE**

01 Extended School Year Begins  
 26 Extended School Year Ends

*\*School Calendar is subject to change*  
*Please keep these dates open on your schedule.*

## **GENERAL INFORMATION**

### **JENNINGS SCHOOL DISTRICT MISSION STATEMENT**

The mission of the Jennings School District is to ensure that each student develops a passion for learning through challenging curricula; rigorous academic standards; innovative stimulating educational environments; and a passion that education is a life-long pursuit.

### **NORTHVIEW ELEMENTARY SCHOOL MISSION STATEMENT**

Our mission at Northview Elementary School is to provide a stimulating learning community that prepares all students to become innovative thinkers, lifelong learners, and contributing members of a diverse and technological society.

### **SCHOOL HOURS**

|                    |                              |
|--------------------|------------------------------|
| <b>Breakfast</b>   | <b>7:15 a.m. – 7:45 a.m.</b> |
| <b>Grades PK-6</b> | <b>8:00 a.m. – 3:00 p.m.</b> |

Since there is no school supervision before 7:15 a.m., children are not **permitted** on school grounds earlier than 7:15. Students may arrive at 7:15 a.m. for breakfast. All students must be in their classroom by 8:00 a.m.

### **CAFETERIA GUIDELINES**

Breakfast and lunch are served in the cafeteria. Students who eat in the cafeteria are expected to eat quietly at an assigned table and keep their area clean at all times. For the convenience of the parent and child, lunch menus are available in the office at the beginning of each month.

**Breakfast and Lunch is free to all students.**

## ATTENDANCE

Our goal is to help each student reach his/her full academic potential. In order to reach that goal, students must be present. Therefore, our Board of Education adopted an Attendance Policy with the following expectations:

### **School Responsibilities:**

- Each school will keep accurate records of student daily attendance as required by Missouri State Law. District Student Attendance Procedures are outlined below.
- Schools will create a '*Planned Absence Form*' for parents.
- Each school will follow the procedures listed below for each type of infraction.

### **Unexcused and Excessive Absences**

**1<sup>st</sup>** Unexcused Absence will result in the following: a personal phone call or notification system will call home.

**3<sup>rd</sup>** Unexcused Absence will result in the following: the principal will assign a person to call home and send a letter home.

**5<sup>th</sup>** Unexcused absence will result in the following: Care Team meeting (to include a counselor, parent, student, and truancy office).

**7<sup>th</sup>** Unexcused absence will result in the following: Care Team meeting with principal, social worker, and school resource officer.

**10<sup>th</sup>** Unexcused absence will result in the following: Hotline to Family Support Division, Family Court Referral, Adult Literacy Hotline, and the District's Social Services Liaison and to the Superintendent's office.



### **Tardy to School**

- **(4)** Tardies to school will result in the following: personal phone call/notification system call home and a letter home.
- **(8-10)** Tardies to school will result in the following: personal phone call home, lunch detention for 5 days, and intervention plan
- **(11-19)** Tardies to school will result in the following: Care Team meeting to result in contract signing between student and parent (to include a counselor, parent, student, and truancy office).

### **Early Dismissal**

If you must remove your child from school early, send a note to the classroom teacher stating the time the child will be picked at the office. When you enter the building, ***please come directly to the office*** and complete an early dismissal form. The child will then be called to the office and allowed to leave early. Too many (10 or more) early dismissals will result in holding a Care Team meeting with the parent.

Irregular attendance may result in failing grades and academic retention, as well as, a referral to outside agencies.



## **ACADEMICS**

### **Progress Reports**

Progress Reports are sent home at mid-quarter, and report cards are sent home at the end of each quarter. All parents must attend a parent teacher conference before receiving a report card. Parent conferences are held at the end of the first and third quarters for all students.

***(October 22, 2015)***

***(April 1, 2016)***

### **Honor Roll**

|                        |           |
|------------------------|-----------|
| Principal's Honor Roll | 3.7 - 4.0 |
| Regular Honor Roll     | 3.0 – 3.6 |

If a student has one F or more than one D, or has an unsatisfactory in health/physical education, music, or art, he/she is not eligible for the honor roll.

## HOMework POLICY

Students will receive homework daily to reinforce classroom instruction; to extend and enrich learning; to assess independent learning; to keep parents abreast and engaged in their child/ren learning process and their child/ren's overall educational experience.

Please review your child's homework daily and read with them at least 30 minutes a night. If your child is not bring homework home daily, please contact your child's teacher immediately. Also, please make sure you sign the student planner nightly!

## GRADING

Academic and exploratory classes will be graded as follows:

|   |             |               |
|---|-------------|---------------|
| A | Advanced    | 90-100%       |
| B | Proficient  | 80-89%        |
| C | Basic       | 70-79%        |
| D | Below Basic | 60-69%        |
| F | Failing     | 59% and below |

## ACADEMIC PLANS

Northview is committed to making sure that each student succeeds in the critical academic areas of Reading, English Language Arts (E.L.A.), and Mathematics. In order to achieve this goal, we have initiated the following plan to identify and assist students who need additional support. Prior to the first quarter report card, the school will notify each parent of the need for a conference if his/her child is failing in the areas of Reading, E.L.A. or Mathematics. The school will identify these students based on the following information: assessment results, attendance, report card, classwork, and teacher judgment.

During this conference, an *Academic Plan* will be developed outlining the responsibilities of the school, parent, and student. Throughout the school year, the appropriate personnel will review a student's progress.

## STUDENT PLANNERS

All students are expected to have a student planner. Please check your child's planner to review homework assignments and communicate with the teacher daily.

## **TEXTBOOKS**

Each student will be issued a set of textbooks which have been approved for their grade level.

### **Student Responsibilities:**

- Be responsible for textbooks
- Bring ALL textbooks to class daily.
- Return all books at the end of the year.
- Notify teacher when books have been lost.

### **Parent Responsibilities:**

- Assume financial responsibility for lost/damaged books.
- Discuss use/care of ALL textbooks.
- Require that textbooks are brought to school daily.

## **PROGRESS REPORTS/REPORT CARDS**

Progress Reports will be distributed every five weeks, during the school year. Report cards will be distributed at the end of each quarter. Please see the school calendar for the dates. Always feel free to call your child's teacher. Each teacher will send home a class schedule, which will include their planning periods. This is the time parents may schedule to meet with their child's teachers. Teachers need 24 hour notice to properly prepare for your meeting.

## **PROMOTION/RETENTION POLICY**

The major goal of Northview is to ensure that every child is educated and achieves maximum academic growth which commensurate with his/her ability. The district requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that grade level. Remediation may include, but not limited to mandatory summer school, in school tutoring and extended learning. Retention may be considered if it is in the best educational interest of the student. Parents/Guardians will receive prior notification of this process. However, the final decision will rest with the school administration.



## **TECHNOLOGY USAGE**

Students must respect and use carefully all school property including all technology equipment. Any child who damages on purpose or accidentally any such equipment will be denied the privilege of using

it, will be subject to disciplinary action, and could be removed from the technology classroom for the remainder of the year.

The Internet can provide a wealth of information for your child; however, there can be objectionable sites, as well. The school is unable to totally protect your child from these sites, but will make every effort to protect him/her as much as possible. Students who intentionally enter these objectionable sites will be suspended from school by a time determined by the administrator, and may lose all of his/her computer privileges.

## **NORTHVIEW ACADEMIC PROGRAMS**

### **1. Curriculum provided by Jennings School District.**

#### **2. Fulltime Programs:**

- A. Music
- B. Art
- C. Physical Education
- D. Media Center

#### **3. Special Education Services**

- A. Resource Program
- B. Speech Therapy

#### **4. Extra-Curricular Activities**

- A. Boys/Girls Circle
- B. Tutoring

## **AFTER SCHOOL PROGRAM**

Northview offers an after school program from 3:00pm-6:00pm. Please contact Ms. Wooden (314) 653-8171 for an application if you are interested in your child participated.

## **FIELD EXPERIENCES**

Field experiences are planned in strict adherence to the regulations of Jennings School District. Such as:

- Display good character.
- Complete classwork/homework.
- Respect and follow the directions of supervising adults at all times.
- Admission fees may apply for certain activities. (Parents are responsible)
- Signed permission slip. **NO VERBAL PERMISSION WILL BE ACCEPTED.**
- Chaperones are WELCOME! However, siblings and relatives are not allowed to attend.

## **PERSONAL PROPERTY OF STUDENTS**

Articles of clothing, lunchboxes, notebooks, book bags, backpacks, etc. should contain a label or some type of identification to avoid mix ups or confusion concerning the ownership of these and other items.

**Cell phones will be collected in the morning by classroom teachers and will be returned to students at dismissal.**

The following actions will be taken if items are brought to school without the approval of staff and administration:

- Confiscated by the teacher or principal and held until the end of the day.
- Held until a parent come to pick it up.
- Held for a period of time determined by the principal.
- Student assigned to In School Suspension (ISS).

Students should never bring objects to school, which are not related to the academic function of school. Games, cards, toys, puzzles, radios, pagers, cordless telephones, and other objects, which have not been requested by the teachers, have no place in our school. These items will be confiscated by the teacher and returned to the student/parent at a later time. Knives, weapons, toy weapons and other dangerous objects will be confiscated and turned into the office. These items will not be returned and will result in a suspension.

### **STUDENT DRESS CODE**

School dress is regulated for students in grades K-12. Students are to dress in designated uniforms that are appropriate for the school setting.

1. Pants must be neat, clean, and “must” fit properly. **SAGGING PANTS WILL NOT BE PERMITTED. BELTS MUST BE WORN AT ALL TIMES.**
2. The length of skirts, shorts, jumpers, and skorts must be no shorter than the end of the fingertip. Navy or Neutral tights maybe worn during winter months.
3. Shirrtails and blouses must be tucked. **T-shirts worn underneath tops must be NAVY and have no writing on them.**
4. Shoes must be worn at all times. It is recommended that for health reason, socks or stockings be worn with shoes. **No open toe shoes (sandals) are allowed.**
5. Writing on shirts/tops limited to school logo and/or name.
6. **Uniforms are to be worn daily!!!!**
7. If this changes you will be notified in writing.



Cute School Uniforms





|                 | <b>BOYS</b>  | <b>GIRLS</b>  |
|-----------------|--|---|
| <b>Shirts</b>   | Long or short sleeve, oxford button down/ golf or polo shirts<br><b>navy blue/white/powder blue)</b> | Long or short sleeve, oxford button down/golf or polo shirts<br><b>navy blue/white/powder blue)</b>             |
| <b>Sweaters</b> | Pull over style, long sleeve or vest<br>(navy blue)  | Pull over style, long sleeve or vest<br>(navy blue)   |
| <b>Bottoms</b>  | Pants (khaki/navy)<br>Shorts (khaki/navy)  | Pants (khaki/navy)<br>Shorts (khaki/navy)<br>Skirts (khaki/navy)<br>Skorts (khaki/navy)<br>Jumpers (khaki/navy) |
| <b>Shoes</b>    | Leather/suede or Athletic shoes  | Leather/suede or Athletic shoes   |

## **Dress Code**

We encourage children to bring a jacket or sweater to wear inside the classrooms when they are too cool from either the air-conditioning or changing weather.

There are times when students fail to come to school in uniform. While there may be extenuating circumstances, we must enforce the uniform policy to ensure consistency of rules and maintain our academic focus. Therefore, the following consequences will be imposed when students are out of uniform:

### **First Time**

Parent(s) will be informed by phone and a letter will be sent home.

### **Second Time**

A change of clothes must be brought to school or the student will be placed in In-School Suspension (ISS) for the day.

### **Third Time and After**

The student will receive a one day **Out of School Suspension (OSS)**.

## Positive Behavioral Interventions & Supports (PBIS)

Northview's Warrior Way system is designed to help create a climate of cooperation, academic excellence, respect and safety. **We are a fight free community** and it is based on seven guiding principles, which are implemented through PBIS. We believe these principles will help create an optimal learning environment for the students at Northview.

The guiding principles are:

- Clear expectations for student behavior.
- Clear and consistent strategies for teaching and modeling appropriate behavior.
- Clear and consistent strategies for encouraging appropriate behavior.
- Clear and consistent consequences that discourage inappropriate behavior.
- A support system and individual behavioral programs for students with unique or exceptional needs.
- Clearly designed methods for evaluation and revising the PBIS approach.
- Clear plans and strategies for communicating the characteristics and philosophy of the behavior plan to student and parents.

**Tell Phase:** Tell the students the purposes of the voice levels and how to know which voice level to follow.

- A. One purpose of the voice level is to allow everyone to get the best education possible.
- B. Another purpose is to allow for a pleasant school environment.
- C. Students will know when to be at the correct voice level in three ways:

| Voice Levels |   |
|--------------|---|
| 5            | Emergency<br>        |
| 4            | Loud Crowd<br>       |
| 3            | Conversation<br>     |
| 2            | Small Talk<br>       |
| 1            | Whisper<br>          |
| 0            | Zero Noise Level<br> |

## **CODE OF CONDUCT**

### **File J-GR**

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.

### **School Rules**

1. Students are expected to obey the directions of any teacher, staff member, volunteers, or safety patrol members.
2. Students must get permission before leaving a teacher's supervision to go to another location, such as the restroom, nurse, other classroom, school grounds, etc.
3. Food is to be eaten only in the cafeteria unless special permission is gained.
4. Students may not bring candy or gum to school, except when given special permission by the teacher.
5. Students are expected to respect themselves and others.
6. There is no running, disruptive noise, or loitering in the building.

## **SCHOOL DISCIPLINE POLICY**

### **Before/After School Detentions**

After school detentions are usually given for a first time minor infraction. A note will be sent home for the parent to sign notifying the parent of the date. If the student fails to show up on the designated day, additional days of detention or suspension may occur.

### **In School Suspension (ISS)**

In-school suspensions are suspensions served in school, during the regular school hours. Offenses that might warrant an in-school suspension include hitting, pushing, classroom disruption, refusal to follow classroom rules, name calling, profanity, inappropriate behavior, etc. Students assigned to ISS report directly to the office at 7:50 a.m. Students in ISS may not participate in any school activities and will be dismissed at **3:00 p.m.** Students that misbehave during in-school suspension will receive an out of school suspension equal to the number of days that student should have completed in ISS.

### **Out of School Suspension (OSS)**

Students suspended from school may not be on the school grounds during the suspension. The suspension may be for 1 to 10 days depending on the infraction of the rules. The following misbehaviors may warrant an out of school suspension – threatening a student or staff member, theft,

sexual harassment, weapons, arson, extortion, destruction of school property, or leaving school grounds without permission, assault, etc.

**\* The administrators of the school may suspend students up to 10 days; however, the superintendent may give additional days.**

*It is impossible to list all the offenses or give the exact consequence a student may receive for misbehaving. The above consequences are guidelines. Each case will be reviewed on an individual basis, and the administrator/s will determine the consequence for the behavior.*

### **First Fight**

The student fighting for the first time will be suspended for three (3) days. Students will lose their “Fight Free” privileges.

### **Second Fight**

A mandatory parent conference will be held with the student and their parent. Students will not be able to return to class until this conference takes place as well as all other consequences are completed. The student fighting for the second time will be suspended for five (5) days. Students will lose their “Fight Free” privileges.

\*Students may be given a ten (10) day suspension at the discretion of the building principal.

Students that fight will lose the opportunity to participate in all extra school activities. **Students that fight must attend “Fight Free” counseling sessions** before the students can regain their extra-curricular activities.

Students that remain “Fight Free” will be able to participate in the peacemakers assemblies held throughout the school year. They may also receive other special privileges.

## **MEDIATION—PEACEFUL RESOLUTION**

Mediation is a process of working out disputes with the aid of an impartial third party—a mediator. Students do not mediate alone, but work with a co-mediator.

Mediators are not judges; they do not make judgments based on evidence, and they don’t hand down decisions by which the participants must abide. Rather, they act as facilitators, guiding the disputants through a communication and problem-solving process to arrive at an agreement that is acceptable to both parties.

Mediation can be requested through teacher, counselor, or administration.

## **USE OF TOBACCO**

The possession, use, purchase, or act of being under the influence of any alcoholic beverage, controlled substance, drug paraphernalia, illicit drugs, or anything resembling drugs is prohibited in school

buildings, on school property or at school-related events or functions. Selling or purchasing prescription drugs or over-the-counter medication in the school is prohibited. Please reference the *Jennings School District Student Code of Conduct* handbook for the specific consequences related to infractions.

## **ALCOHOL and DRUG USE, POSSESSION OR DISTRIBUTION BY STUDENTS**

The School District of Jennings is concerned with the health, welfare and safety of its students. Therefore, use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property, in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purpose of this policy a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, § 195.010, RSMo., and in schedules I, II, III, IV and V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c).

Students may only be in possession of medication as detailed in Board policy JHCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's discipline policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement. Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

## **WEAPONS IN SCHOOL**

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time, except as specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary. School property is defined as: Property utilized, supervised, rented, leased, or controlled by the school district including but not limited to school playgrounds, parking lots and school buses, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. § 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g) (2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above on school property will be suspended from school for at least one calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities. Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

## **HEALTH SERVICES & EMERGENCY INFORMATION**

Please alert the school nurse or teacher if your child has a health problem that may affect the child's functioning at school. This should be done at the beginning of each year and as changes occur. Also promptly report to the nurse any communicable diseases such as chicken pox, head lice, or strep throat. This information will be kept confidential. Other students will be checked and notes sent home as appropriate.

### **Illness**

Although regular attendance at school is of utmost importance, we suggest that you do not send your child to school if he/she has a rash, fever, upset stomach, severe cold, red eyes, or sore throat. Usually children who are too ill to go outside for recess are too ill to be at school. If you send the child to school and you do not want the child to have recess and/or gym, please send a note to the appropriate teacher. If the child must miss recess or gym for three or more days, a doctor's notice is required. If we do not have a doctor's notice, your child will be expected to participate in gym and recess. If your child is ill, please call the school attendance officer.

When your child develops a fever, other symptoms of illness, or receives a significant injury, the parent or emergency contact person will be notified. It is the parent's responsibility to provide transportation home for the child. The child should be picked up as soon as possible. **Please inform the office of any changes of phone numbers and/or addresses.**

### **Medication**

For the safety of your student, it is essential that the following be observed when medication is to be given during the day:



1. Medication must be sent to school in the prescription bottle with the following information on the label: student's full name, physician's name, date prescribed, dosage, time medicine is to be given, and the name of the medication.
2. Medication will be taken by the student at the designated time and supervised by authorized personnel. It is the student's responsibility to come to the office for medications.
3. Limited quantities of the medication should be sent to school.
4. All medication administered at school will be kept in a locked drawer or safe.
5. Parents must notify the school when the medication is discontinued or the dosage or time is changed. If medication is resumed, a new order must be received.

### **Immunizations**

Missouri school laws require every child entering school have written evidence of adequate immunizations. This includes five doses of DPT (diphtheria, tetanus and pertussis); four doses of polio; and two doses of MMR (measles, mumps, and rubella). If your child is not properly immunized, the school nurse will notify you. Children may not attend school if they do not have the proper immunizations. The district does provide immunizations. Please call the nurse if you wish to have these immunizations completed by the district.

### **Inhalers**

If your child has asthma and requires an inhaler, please ask your doctor to provide a prescription for two inhalers – one inhaler for home and one to be kept at school. The school also needs the asthma action plan filled out by your doctor and returned to the school nurse.

### **Emergency Closing of School**

School shall be in regular session each day as scheduled, except in cases of extremely bad weather or other severe emergencies. When an emergency closing of school becomes necessary, every effort will be made to make announcements of such closing. The following radio stations will broadcast this information KMOX-1102 and MIX 97.1 and Television Channels 2, 4, or 5.

Parents and children should have a clear understanding of what the child should do and where to go in the event of an early dismissal.

### **Emergency Phone Calls**

We must have on file the name, address, and phone number of a relative or friend in case we cannot reach you in an emergency. It is essential that this record be kept current. **Please notify the office if there are changes.**

## SCHOOL VISITORS



For the safety of our children, **all** school visitors will be buzzed into the building and must report to the office for a visitor's pass.

Parents are always welcome to visit Northview. If you wish to visit a class, a call would be appreciated. There are times when a parent visit would be disruptive to the learning process.

**Teachers will not be able to have a discussion with parents during class time, but parents are welcome to observe.** Please remember that the teacher has a responsibility to teach **all** the students. If the teacher takes time to speak to a parent about one child, then the other children are neglected. Please request a conference when class is not in session. The teacher workday is between 7:45 a.m. – 3:20 p.m. Teachers are not required to meet with a parent outside of that time frame, but they may do so if they wish. Each teacher will send home a class schedule that will include their planning periods. This is the time parents can schedule to meet with their child's teachers. Teachers need 24 hour notice to properly prepare for your meeting.

Parents wishing to contact a classroom teacher should be prepared to leave a voice mail message. Teachers are unavailable to answer the telephone during the school day.

## TELEPHONE CALLS

Students should not be interrupted during school hours by outside telephone calls and messages except in case of an emergency. If it is necessary, the school secretary will relay the message to the students. ***Messages for students should be called in by 2:30 p.m.*** If the message is called in after 2:30 p.m., there is a very good chance that your child will not receive the message before dismissal.





## **ARRIVAL AND DISMISSAL PROCEDURES**

### **PARKING LOT**

When driving on the school grounds, please consider the safety of all students. Please obey the traffic signs placed on the parking lot. **Please do not play music excessively loud or music that has obscene lyrics.**

### **ARRIVAL**

All students enter the building in the morning on the lower level. Doors are opened at 7:15a.m. and are locked at 8:00a.m. After 8:00 a.m. students must enter the building on the upper level to get a tardy slip.

### **DISMISSAL**

Students are placed in these categories for dismissal.

#### **1. Car Riders & Day Care/Van Riders**

These students will be in the cafeteria (lower level). Cars riders will form a line on the lower/back level in the car riders pick up lane. Your child will be escorted out to you. Day care van riders will be picked up lower level front door.

#### **2. Family Pick-Up/Walkers**

1<sup>st</sup> thru 6<sup>th</sup> grade family pick-up students and walkers will be dismissed together by grade level from the bridge. All parents and students from the junior high and high school will wait at the end of the bridge for students.

#### **3. PK and Kg**

Only Pre-K and KG will remain in the building for parents to pick-up from classroom. Parents/Family members will need a slip to pick up Pre-K and KG.

## **PLEDGE OF ALLEGIANCE**

The Missouri General Assembly has passed legislation requiring all students in public schools to recite the Pledge of Allegiance at least once per week. Northview students will recite the Pledge during our morning news report.

The legislation does allow parents to “opt out” on behalf of their children for religious reasons. If parents have religious beliefs preventing their child from reciting the Pledge and would like their child to be excused from reciting the Pledge in class, please make a written request to the building principal.

## **CURFEW**

The City of Jennings has implemented a curfew for children ages 16 and under. Please adhere to the following times:

Sunday-Thursday 11:00 PM

Friday-Saturday 12:00 AM

**The curfew will be strictly enforced.**

## **BOARD OF EDUCATION MEETINGS**

The Board of Education usually meets on the third Monday of each month at 7:00 p.m. in the Boardroom located at Central Office. Please see the district calendar for meeting dates.

## **QUESTIONS, COMMENTS & CONCERNS**

We want to know what you think about what happens at Northview. If you have a question, concern, or compliment, please let us know. If you are concerned about a situation in your child’s education, please contact the child’s teacher first. If the problem is not resolved, the next person to contact is the school principal. If the problem is still not resolved, please contact the superintendent. If the superintendent cannot settle the matter satisfactorily, it should be brought to the Board of Education. Questions and comments submitted to the secretary of the Board in letter form will be brought to the attention of the entire Board at a regularly scheduled or called meeting.

## **PARENT TEACHER ORGANIZATION**

The Northview Elementary Parent-Teacher Organization meets once a month on Mondays at 6:00PM (Please see school calendar).

## **Volunteers**

Parent volunteers are a valuable resource to our school. We encourage parents to take an active role in their child’s education. If you would like to volunteer, please contact the school.

## **Parent Teacher Organization (PTO) Letter**

Dear Parent/Guardian(s):

The number one priority for parents is their children's well-being. More than 30 years' worth of research has proven that children do better when their parents are involved both at home and at school. Their grades and test scores increase, self-esteem grows, and schools improve.

There is a simple way for you to help your child succeed: Join PTO.

PTO helps parents, students, school staff, and the community work together to share ideas about programs and activities that benefit children. Our PTO provides information and resources that strengthen the connections between children, parents, schools, and the community.

### **Our PTO Mission is as follows:**

The Northview Parent Teacher Organization (PTO) exists to promote open communication and assistance between teachers, parents and students. The PTO's primary purpose is to support the students and staff in providing educational opportunities and materials, as well as extra-curricular activities. The PTO holds fundraisers in an effort to obtain monies necessary to provide our children with supplemental educational materials and experiences. It is our belief that through the team effort of our PTO, we are able to bring the community and Northview families together to share our Northview pride and offer the best possible learning environment for our children.

The PTO asks each family to contribute donations for PTO dues. Half of the money donated will support general PTO activities that will enrich your child's learning environment at Northview. The remaining portion is distributed to classrooms for field experience expenses. If you would like to make a contribution to the PTO, please complete the form below and return it to Northview, attention: PTO mailbox. Please make all checks payable to Northview PTO.

### **Parent/Family Involvement Goals and Plan**

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six goals:

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

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
  - ▶ Keeping parents/families informed of opportunities for involvement, and also encouraging participation in various programs.
  - ▶ Providing access to educational resources for parents/families to use together with their children.
  - ▶ Keeping parents/families informed of the objectives of district wellness and educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

#### **TITLE 1, MIGRANT EDUCATION (MEP) AND LIMITED ENGLISH PROFICIENCY (LEP) PROGRAMS**

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

### **Title I Program Parent Involvement**

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

**Migrant Education Program Parent Involvement**

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

**Limited English Proficiency Program Parent Involvement**

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

**POLICY EVALUATION**

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

\* \* \* \* \*

## **EMERGENCY PLANS/SAFETY DRILLS**

The superintendent or designee has the responsibility for developing and maintaining the district's emergency preparedness plans and emergency drill schedules. The district will supply the schools with safety equipment and train the staff on emergency preparedness and violence prevention.

Operational guidelines and policies will be closed to the public when they are developed, adopted or maintained by the district in its capacity as an entity responsible for law enforcement, public safety, first response or public health for use in responding to or preventing any critical incident that is or appears to be terrorist in nature and that has the potential to endanger individual or public safety or health. Public interest in nondisclosure outweighs the public interest in disclosure because disclosure would impair the district's ability to protect the safety or health of persons.

### **Emergency Drills**

Emergency preparedness drills (fire, severe weather, tornado, bus evacuation, earthquake, bomb threat, lockdown, shelter-in-place and evacuation) will be developed by the superintendent or designee in cooperation with the building principals. A sufficient number of drills will be conducted in each building to give instruction and practice in proper actions by staff and students. Emergency exiting procedures will be posted near the door in each instructional area. Instruction in fire drills shall be given early in the school year, and drills shall be held regularly throughout the year.

The decision to call for and execute drills will be the responsibility of the superintendent and/or the building principal. The district will cooperate and coordinate drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local emergency planning committees.

### **District Emergency Plans**

It shall be the responsibility of the building principal, in cooperation with the appropriate emergency preparedness officials, to determine shelter areas in the school building or outside that are best suited for the protection of students from severe storms, tornadoes or other emergencies, as well as the safest routes to reach those areas. In addition, the district will work with emergency preparedness officials to address off-site emergencies that may occur, such as accidents

involving school transportation or emergencies on field trips.

Students and staff members may be retained for safety reasons at the school buildings or another safe place during actual emergency conditions. The district plan will include information on communicating with parents and instructions on how parents will locate their students in an emergency.

During actual emergency conditions, emergency personnel and emergency vehicles will have priority near the schools.

### **Earthquake Preparedness Disaster Plans and Drills**

In accordance with law, the superintendent or designee, cooperating with building principals, shall develop and implement a districtwide school building disaster plan, in order to protect students and staff before, during and after an earthquake. The plan will be designed specifically to minimize the danger to students, staff and district property as a result of an earthquake and will be ready for implementation at any time. The superintendent or designee will request assistance with developing and establishing the earthquake emergency procedure system from the State Emergency Management Agency (SEMA) and any local emergency management agency located within district boundaries.

An emergency exercise will be held at least twice each school year that will require students and staff to simulate earthquake emergency conditions and practice the procedures that are to be implemented under such conditions.

The superintendent shall develop a program that ensures that all students and staff of the district are aware of and properly trained in the earthquake emergency procedure system. This emergency procedure system shall be available for public inspection at the district office during normal business hours.

At the beginning of each school year, the district shall distribute to all students information from the Federal Emergency Management Agency (FEMA), SEMA and other sources in order to help students understand the causes and effects of earthquakes and the best and latest safety measures available to them in an earthquake situation.



### **Community Emergency Plan**

The Board directs the superintendent or designee to recommend an emergency preparedness plan, subject to Board adoption, to address the use of school resources, including school facilities, commodity foods, school transportation and equipment if a natural disaster or other community emergency occurs. The plan will authorize the superintendent or other designated school official to approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 30 days of authorization or as soon as reasonably possible.

## NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Jennings School District ("School District") are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. "In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups."

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

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

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

### **District Compliance Coordinator**

Director of Federal Programs and Personnel Services  
2559 Dorwood Drive  
Jennings, MO 63136  
314-653-8000

## PROGRAMS FOR **HOMELESS** STUDENTS

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

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not

designated for or ordinarily used as a regular sleeping accommodation for human beings.

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

### **Enrollment/Placement**

The district will consider the best interest of the **homeless** student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that non-**homeless** students who live in the attendance area in which the **homeless** student is actually living are eligible to attend. To the extent feasible, and in accordance with the **homeless** student's best interest, the **homeless** student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the **homeless** student is unaccompanied by a parent or guardian, the **homeless** coordinator will consider the views of the **homeless** student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the **homeless** student lives with the **homeless** parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the **homeless** student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a **homeless** student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the **homeless** student's parent or guardian, or to the **homeless** student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the **homeless** student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The **homeless** student, parent or guardian shall be referred to the district **homeless** coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

### **Services**

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

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

### **Transportation**

If the **homeless** student's school of origin and temporary housing are located in the School District of Jennings, the district will provide transportation to and from the school of origin at the request of the parent, guardian or **homeless** coordinator, provided it is in the best interest of the student. If the **homeless** student's school of origin and temporary housing are located in two different school districts, the districts will equally share the responsibility and costs for transporting the student.

### **Records**

Any records ordinarily kept by the school for each **homeless** student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a **homeless** student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

### **Coordinator**

The Board designates the following individual to act as the district's **homeless** coordinator:

Director of Social Services

2559 Dorwood Drive

Jennings, MO 63136

Phone: 314-653-8012 / Fax: 314-653-8030

The district shall inform school personnel, service providers and advocates working with **homeless** families of the duties of the district **homeless** coordinator. The **homeless** coordinator will ensure that:

1. **Homeless** students are identified by school personnel and by other entities and agencies with which the school coordinates activities.
2. **Homeless** students enroll and have a full and equal opportunity to succeed in schools in the district.
3. **Homeless** families and students receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.
4. The parents or guardians of **homeless** students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of **homeless** students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.
6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a **homeless** student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
9. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

### **Resolving Grievances**

*Level I* – A complaint regarding the placement or education of a **homeless** student shall first be presented orally and informally to the district's **homeless** coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the **homeless** coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

*Level II* – Within five business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

*Level III* – If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

*Level IV* – If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State **Homeless** Coordinator, Federal Discretionary Grants, P. O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten days to the Deputy Commissioner of Education.

# **PROGRAMS FOR DISADVANTAGED STUDENTS**

## **(Title I Parent Involvement)**

In order to meet its goal of providing appropriate educational opportunities for all students in the school district, the Board shall participate in the Federal Title I Program.

The Board recognizes that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. It is the Board's intent to establish partnership that will increase parental involvement and participation in promoting social, emotional and academic growth of children.

The district will encourage Title I parents to be involved in supporting the education of their children in at least the following ways:

- ◇ Parents will be involved in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- ◇ The district will provide coordination, technical assistance and other support necessary to assist participating school in planning and implementation effective parental involvement.
- ◇ The district will build the schools' and parents' capacity for strong parental involvement.
- ◇ The district will support of the coordination and integration of Title I parental involvement strategies with those of the other programs that include parent involvement by meeting with appropriate program coordinators at least once each year to plan such coordination and integration of parent involvement activities.
- ◇ The district will conduct, with the involvement of parent, an annual evaluation of other content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents with disabilities, who have limited English proficiency, limited literacy, or are of any racial or ethnic minority background.
- ◇ The district will use the evaluation findings in designing strategies for school improvement and in revising parental involvement policies and procedures at the district and building levels.

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## **Notice of Non-discrimination Requirements**

The regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and the *Boy Scouts Act* contain requirements for recipients to issue notices of non-discrimination. (See 34 C.F.R. Sections 100.6(d), 106.9, 104.8, 110.25, and 108.9, respectively.) The Title II regulation also contains a notice requirement that applies to all entities of state or local government, whether or not they receive federal financial assistance. (See 28 C.F.R. Section 35.106.)

These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups. However, these regulations contain minor differences relating to the required content of recipient notices of non-discrimination and the methods used to publish them.

The Title VI regulation requires schools and colleges to notify students and others of the regulatory provisions in a manner that a responsible ED official would find necessary to tell students of their protections against discrimination under the statute and regulation.

The Boy Scouts Act regulation incorporates the Title VI regulatory provision concerning notice of non-discrimination. Public elementary and secondary schools and local and state educational agencies that receive funds made available through ED must make available information regarding the provisions of the Boy Scouts Act. This information must be made available in a manner that a responsible ED official would find necessary to inform people of the protections provided under the Boy Scouts Act and its regulation. Entities other than public elementary and secondary schools and local and state educational agencies that receive funds made available through ED need not provide this notice, as the Boy Scouts Act does not apply to them.

The Title IX and the Section 504 regulations both contain more detailed requirements that specify the information that must be included in a notice of non-discrimination. These regulations also require recipients to designate at least one employee to coordinate efforts to comply with and carry out responsibilities.

The Title IX regulation requires schools and colleges to implement specific and continuing steps to inform students and others of the protections against discrimination on the basis of sex. The notification must state that the requirement of non-discrimination in educational programs and activities extends to employment and admission. It also must say that questions about Title IX may be referred to the employee designated to coordinate Title IX compliance or to the assistant secretary for civil rights. Schools are required to include the name, address, and telephone number of the designated coordinator in their notifications.

The Section 504 regulation requires that schools and colleges employing 15 or more persons implement appropriate, continuing steps to notify students and others that the school does not discriminate on the basis of disability in violation of the statute and regulation. The notification must state, where appropriate, that the school or college does not discriminate in admission, treatment, or access to its programs or activities. The notification also must state that the school or college does not discriminate in employment in its programs or activities. The employee designated to coordinate compliance with the Section 504 regulation must be identified in the notification.

The Title II regulation requires that a public entity generally make information regarding the provisions of Title II available to applicants, participants and other interested persons in such a manner as the head of the entity finds necessary to apprise such persons of the protections against discrimination under the Americans with Disabilities Act. The regulation implementing the Age Discrimination Act requires a school or college to notify its students and applicants, in a continuing manner, of information regarding the provisions of the act and these regulations. The notice must identify the compliance coordinator by name or title, address, and telephone number.

## Methods of Notification

In accordance with the Title IX and Section 504 regulations, notification may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school or its students, publishing in alumnae or alumni newspapers or magazines, or distributing memoranda or other written communications to students and employees. In addition, recipients are required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. As noted in the pertinent Section 504 regulatory provision, schools may meet this requirement either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

Neither the Title VI regulation, the *Boy Scouts Act* regulation, the *Age Discrimination Act* regulation, nor the Title II regulation specifies the methods to be used by recipients in publishing notices of non-discrimination.

## Combined Requirements

OCR recognizes the variations among the regulations governing notice requirements and understands that schools and colleges may wish to use one statement to comply with all requirements of the regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and, if applicable, the *Boy Scouts Act*. Public institutions also may wish to include Title II of the *Americans with Disabilities Act* in their statement. OCR encourages one combined notice for the regulations.

A combined non-discrimination notice should contain two basic elements: (1) a statement of non-discrimination that specifies the basis for non-discrimination; and (2) identification by name or title, address, and telephone number of the employee or employees responsible for coordinating the compliance efforts.

The regulations do not require that a recipient identify the pertinent regulations by title. Please see the sample notice at the end of this pamphlet.

The Title IX regulation requires a recipient to provide the name of the person responsible for its compliance effort in addition to the address and telephone number where that person may be contacted. However, because OCR recognizes that the inclusion of a person's name in a non-discrimination notice may result in an overly burdensome requirement to republish the notice if a person leaves the coordinator position, it is acceptable for a recipient to identify its coordinator only through a position title.

The Section 504 regulation does not require a recipient to include the address or telephone number of the responsible employee assigned to coordinate its compliance efforts. However, OCR considers that



identifying the responsible employee without information on how to contact that person does not constitute an effective notice. An acceptable non-discrimination notice should provide information on how to contact the responsible employee.

Compliance with the notification requirements of Section 504 will also generally satisfy the notification requirements of Title II for state and local governments.

Although the Section 504 and Title IX regulations state that schools and colleges, where appropriate, shall specify non-discrimination in the areas of admission and employment, a general statement indicating non-discrimination in all programs is acceptable.

The Title IX regulation indicates that inquiries concerning the application of the Title IX regulation may be referred to the coordinator or to the assistant secretary for civil rights. An acceptable notice may include the names and titles of either one or both individuals.

However, since the Section 504 regulation requires identification of a coordinator, a combined non-discrimination notice should include the name and/or title of the responsible employee. If a recipient designates two different people to coordinate compliance with Section 504 and Title IX, both names or titles should be included in the notice.

### Sample Notice of Non-discrimination

The following sample notice of non-discrimination meets the minimum requirements of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.<sup>1</sup> The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title

Address

Telephone No.

Name and/or Title<sup>2</sup>

Address

Telephone No.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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<sup>1</sup>Only public elementary or secondary schools or local or state educational agencies that receive funds made available through the Department of Education should include the words “and provides equal access to the Boy Scouts and other designated youth groups.” For use when more than one official has been designated to coordinate civil rights compliance.

## **SPECIAL EDUCATION GENERAL INFORMATION**

### **What is section 504/Special Education?**

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

**Section 504 states that:** “No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

### **Who is covered under Section 504?**

To be covered under Section 504, a student must be “qualified ” (which roughly equates to being between 3 and 22 years of age, depending on the program, as well as state and federal law, and must have a disability) [34 C.F.R. §104.3(k)(2)].

### **Who is an “individual with a disability”?**

As defined by federal law: “An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)].

### **What is an “impairment” as used under the Section 504 definition?**

An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that “substantially” reduces or lessens a student’s ability to access learning in the educational setting because of a learning-, behavior- or health-related condition. [“It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities” (Appendix A to Part 104, #3)].

Many students have conditions or disorders that are not readily apparent to others. They may include conditions such as specific learning disabilities, diabetes, epilepsy and allergies. Hidden disabilities such as low vision, poor hearing, heart disease or chronic illness may not be obvious, but if they substantially limit that child’s ability to receive an appropriate education as defined by Section 504, they may be considered to have an “impairment” under Section 504 standards. As a result, these students, regardless of their intelligence, will be unable to fully demonstrate their ability or attain educational benefits equal to that of non-disabled students (The Civil Rights of Students with Hidden Disabilities under Section 504 of the Rehabilitation Act of 1973—Pamphlet). The definition does not set forth a list of specific diseases, conditions or disorders that constitute impairments because of the difficulty of ensuring the comprehensiveness of any such list. While the definition of a disabled person also includes specific

limitations on what persons are classified as disabled under the regulations, it also specifies that only physical and mental impairments are included, thus “environmental, cultural and economic disadvantage are not in themselves covered” (Appendix A to Part 104, #3).

## **The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

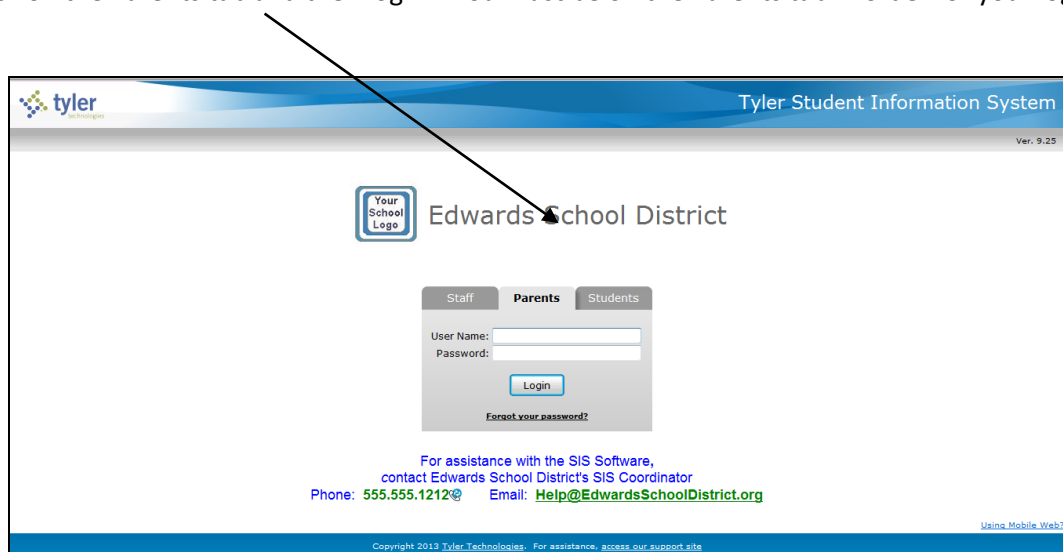
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## Tyler SIS Parent Portal

*Enhance your connection between your children and their education.*

To begin using the Parent Portal, follow these steps:

1. Fill out the Parent Portal Registration form and return it to the school.
2. Your password will be emailed to the address you provided on the registration form.
3. Go to the Parent Portal web page - <https://sdm.sisk12.com/JN>
4. Click on the Parents tab and then log in. You must be on the Parents tab in order for your login to work.



**If you have problems or questions about accessing the site, please contact the school where your child is enrolled or the phone number shown at the bottom of the login screen.**

**NOTE:**

- If your email address changes, be sure to contact the school and let them know so your contact info can be updated.
- If you forget your password, click the *Forgot your password?* link, enter your email address, and your password will be emailed to you.
- The Parent Portal supports the following web browsers:

|             |  |
|-------------|--|
| Windows PC: | Internet Explorer 7-11<br>Firefox v3 or higher<br>Chrome v21 or higher |
| Mac OS X:   | Safari 5 and 6<br>Firefox v3 or higher<br>Chrome v21 or higher         |
| iPad:       | Safari using iOS 5 or 6  |

|   |
|---|
| <p style="text-align: center;"><b>Northview Elementary School Student Compact<br/>2015 - 2016</b></p> |
|---|

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

**SCHOOL RESPONSIBILITIES:**

Northview and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable participating children to meet the Show Me Standards as follows-
  1. Retain highly qualified principals and teachers;
  2. Provide instruction, materials, and high quality professional development which incorporates the latest research, and;
  3. Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to-
  1. Discuss the child's progress/grades during the first quarter;
  2. Discuss this compact as it relates to the child's achievement
  3. Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows:
  1. Weekly packet from the classroom teacher;
  2. Monthly suggestions from the classroom teacher;
  3. Mid-quarter report mailed from the school and;
  4. Quarterly grade cards/reports sent home by the school.
- Be accessible to parents through-
  1. Phone calls or person-to-person meetings;
  2. Schedules consultation before, during or after school and;
  3. Schedules school or home visits.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
  1. Listen to children read;
  2. Help with classroom decorations, art projects, etc;
  3. Present a program on your culture, a different country, etc;
  4. Assist with holiday programs or parties, educational trips, etc.

**PARENT RESPONSIBILITIES:**

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

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

**STUDENT RESPONSIBILITIES:**

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

1. Attend school every day possible.
2. Be respectful toward others.
3. Do my homework every day and ask for help when I need it.
4. Read at least 30 minutes every day outside of school time and;
5. Give all notes and information from my school to my parent/guardian daily.

**PLEASE SIGN AND RETURN TO SCHOOL ON THE NEXT SCHOOL DAY.**

Principal \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent(s) \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

**Northview Elementary School Acknowledgement of Handbook Form**

**2015 - 2016**

This handbook describes the policies and procedures in place **at Northview Elementary School**. Parents and students should be familiar with the contents of this handbook and refer to it for information during the school year.

**My child(ren) and I have reviewed the 2015-2016 handbook and are aware of the policies and procedures of Northview Elementary School.**

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Grade

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**Please complete the form before returning this page to school.**



## FAMILY EMERGENCY FORM

Information provided in this section will be recorded for each child listed above.

Parent/Guardian Name(s): 1 \_\_\_\_\_

2 \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Parent 1 Work#: \_\_\_\_\_ Parent 2 Work#: \_\_\_\_\_

Parent 1 Cell#: \_\_\_\_\_ Parent 2 Cell#: \_\_\_\_\_

Emergency Contact 1:

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Phone #1: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Emergency Contact 2:

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Phone #2: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

***PLEASE COMPLETE AND RETURN TO SCHOOL ON THE NEXT SCHOOL DAY.***