

Cassville

K-5

Student Handbook

2019-2020



Primary/Intermediate Student Handbook 2018-19

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Cassville K-5

SCHOOL- PARENT COMPACT

The Cassville R-IV School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2012-2013 school year.

School Responsibilities

The Cassville R-IV School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

2. Hold parent-teacher conferences (twice annually) during which this compact will be discussed as it relates to the individual child's achievement.

1. Conferences are held during the first and second grading terms and by appointments during the school year.
2. IEP meetings will be conducted as mandated.
3. Parents may schedule a meeting with teachers as needed during the teacher's assigned planned period.

3. Provide parents with frequent reports on their children's progress.

1. Teachers may send home weekly assessment results, etc.
2. Progress reports are sent home quarterly.

4. Provide parents reasonable access to staff.

1. Parents may schedule appointments with their child's teachers during their scheduled plan periods.
2. Teachers may communicate to families through classroom newsletters, calendars and homework planners.
3. A Back to School Night is held a few days before school begins to give families an opportunity to meet their child's teachers and receive important information about the upcoming school year.
4. Family Activity Nights are held twice annually to give parents and students opportunities to participate in reading and math activities.

5. Provide parents opportunities to volunteer and participate in their child’s classroom activities as follows:

1. Parents may volunteer in the classroom by scheduling a time with their child’s teacher.
2. Parents are welcome to attend scheduled parties and other special class events upon invitation.

Parent Responsibilities

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

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

Student Responsibilities

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

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

Cassville Primary/Intermediate School
(School-Parent Compact)

2019-2020

Parent

Date

Student

Date

STUDENT DISCIPLINE

(Receipt of Student Handbook)

Date: _____

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

Parent Signature: _____

Student (print name): _____

Home Room/Teacher: _____

This form will be placed in the student's file

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

Implemented: 09/13/2001

Cassville R-VI School District, Cassville, Missouri

Cassville Primary/Intermediate School

Title I Parental Involvement Plan

2019-2020

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

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

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

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

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

Goal 1 – Strategies for Involvement

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

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

Goal 2 – Shared Responsibilities of High Student Academic Achievement

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

Goal 3 – Expanding Opportunities for Involvement

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

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

GENERAL SCHOOL RULES

ARRIVAL TIME - Students desiring breakfast need to arrive between 7:40-8:00 and report to the cafeteria. The playground is not supervised before school. **Students arriving before 8:00 must report to the early room or cafeteria.** A list of early room locations will be handed out at supply drop off night.

STUDENT PICK-UP – Primary students who will be picked up after school will be brought out to their vehicles by supervising staff beginning at 3:00 each day. Vehicles must display the appropriate parking permit in their front dash.
Intermediate students who will be picked up after school will wait at the front of the building with supervising staff until released to parent.
No child is allowed to be picked up in the hallway or classroom. If you need to check your child out before the end of the day, you must report to the office.

ATTENDANCE - Attendance in school is extremely important. Consistent academic progress and good attendance go hand-in-hand. There is no way all work can be made up or all instruction re-taught. Please make every effort to have your children in school every day and for them to be punctual. **Please call the office if your child is going to be absent. Parents will be called each day a child is absent from school to ensure that your child is safely at home if no call is received.**

ABSENCE - (EXCUSED)

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

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

(UNEXCUSED)

1. After five (5) unexcused absences in any semester, a letter will be mailed to the student's parents. After eight (8) unexcused absences in any semester, a letter will be mailed to the student's parents and a Hotline call to the Division of Family Services will be made.

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

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

ABSENCE - (PARENTAL EXTENDED REQUEST)

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

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

1. When students are late coming to class, it causes a disruption of the class.
2. It takes additional teacher time to explain the lesson in progress so the late student can complete the assignment.
3. It is the parent's and student's responsibility for the student to be here at the proper time.

Parents should call the primary office (847-2445) or intermediate office (847-4010) if their child will be tardy.

PERFECT ATTENDANCE – Students with 96-100% quarterly attendance will be recognized at the end of each quarter by participating in the following Attendance Activities:

To be determined by building principal

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

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

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

BICYCLES - Students who ride bikes to school must park them immediately upon arrival and not use them again until the end of each school day. (Kindergarten and 1st grade children may not ride bicycles to school.) Students may park bikes by the office.

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

CONFERENCES:

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

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

End of 1st Quarter - October 11, 2019
1st Quarter Conferences – October 7-24, 2019

End of 3rd Quarter - March 6, 2020
3rd Quarter Conferences - March 9-27, 2020

1st Semester Ends-December 20, 2019
2nd Semester Ends-May 15, 2020

PROGRESS REPORTS

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

- 1st quarter Parent/Teacher Conference
(with report card)
- 2nd quarter Report Card
- 3rd quarter Parent/Teacher Conference
(with report card)
- 4th quarter Report Card

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

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

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

Parents can keep updated with student progress through “Parent Portal” this allows parents to monitor student progress, lunch balance, etc. electronically. See office personnel to sign up for this program.

CROSSWALK

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

SCHOOL ADMISSIONS

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

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

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

Grade placement and class assignment for a student should reflect the grade level and/or program of study which is appropriate to academic, social, and emotional needs. Students who apply for admission to the district from other public schools shall submit evidence of achievement in the grade last attended as a prerequisite to enrollment. Grade placement of a student may be adjusted on the basis of achievement tests administered by district personnel, or on the basis of other factors which the principal and the staff of the school concerned believe make such adjustments necessary.

Students who apply for admission to the district **from** non-public or home instructional programs are not guaranteed comparable placement in the public schools. Students will be assigned to classes or grades based upon the following factors: previous educational records, the student's chronological age, current psychological and achievement tests, any other pertinent data to the assignment of the student. A student received as a transfer from any unaccredited school or home study may not be placed or placed permanently until all evaluations and information is complete.

REQUEST FOR STUDENT RECORDS

Within 48 hours of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months. Students may not be enrolled until this information has been received.

Students enrolling after 8:00 a.m. will begin attending classes the following school day.

STATEMENT OF PRIOR SUSPENSION, EXPULSION, OR CRIMINAL OFFENSE

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

RESTRICTION FOR ADMISSION – Students Suspended or Expelled From Another District

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

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

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

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

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

EQUAL EDUCATIONAL OPPORTUNITY

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

Attitude

Positive Behavior Support

Stop, "Paws", and

Be Safe

Be Respectful

Be Responsible

K-5

Discipline Expectations

2018-19

Overall Expectations

1. Keep hands and feet to yourself
2. Follow directions
3. Quiet voices
4. Listen to directions
5. Keep area clean

PROHIBITED BEHAVIORS: IMMEDIATE/AUTOMATIC OFFICE VISIT

1. Assault – verbal or physical threat or action against another person.
2. Profanity
3. Talking back to those in authority
4. Deliberate classroom disruption
5. Fighting
6. Drug possession
7. Theft – stealing property of another person or the school
8. Threaten or intimidation of students or staff members
9. Bus misconduct
10. Sexual harassment
11. Vandalism of school or private property
12. Possession of weapons on school grounds or on school bus.

Threats of Violence

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

Classroom Expectations

1. Sit with feet on floor, bottom on seat, and facing your desk
2. Keep hands and feet to yourself
3. Use appropriate language
4. No Fidget Spinners
5. Allow teachers to teach and learners to learn
6. Follow signals and directions
7. Be prepared for class
8. Keep area clean
9. Be in charge of your own learning
10. Do your best

CONSEQUENCES:

- | | | |
|---|---------------------------|-------------------|
| <input type="checkbox"/> Time Out | Parent Note | Parent Phone Call |
| <input type="checkbox"/> Expectation writing | Loss of Special Privilege | Expulsion |
| <input type="checkbox"/> In-School Suspension | Out-of-School Suspension | Detention |

Hallway Expectations

1. Hands, feet and objects to yourself
2. Walk on the right side of the hallway
3. Eyes on the teacher
4. No voices
5. Yield to other classes in the hallway
6. Keep hallways clean
7. Go directly to the assigned location
8. Check system

Recess Expectations

1. Stay on playground or designated area
2. Walk to and from playground
3. Line up quietly
4. Take turns/share
5. Listen to teachers
6. Take supplies in
7. Report unsafe/broken equipment
8. Take care of equipment
9. No technology (phones, iPad, nooks)
10. Intermediate students: make sure an adult is notified before using crosswalk

PLAYGROUND RULES:

1. Follow school rules in halls while going to and from recess.
2. Do not throw sand, mulch, rocks or sticks.
3. No chasing, running, racing, or pushing of any of the playground equipment.
4. Shoes on at all times.
5. No skates, skateboards, bicycles, knives, or swords, allowed on the playground.
6. Students will play in the area assigned to them by the teachers on duty.
7. No tackle football.
8. No technology allowed on playground.
9. Each class will line up before returning to the building.
 - a) Classes must get quiet before leaving the playground.
 - b) Classes must enter the building using the hallway rules (single file, or double lines on appropriate track.)
 - c) Classes should not disrupt any other classes while leaving or entering the building for recess.

Special Class Expectations

1. Keep hands and feet to yourself
2. Use equipment appropriately
3. Don't run
4. Allow teachers to teach and learners to learn
5. Follow directions
6. Be prepared for class
7. Clean up after yourself
8. Do your best

CONSEQUENCES:

- | | | |
|---|---------------------------|-------------------|
| <input type="checkbox"/> Time Out | Parent Note | Parent Phone Call |
| <input type="checkbox"/> Expectation writing | Loss of Special Privilege | Expulsion |
| <input type="checkbox"/> In-School Suspension | Out-of-School Suspension | Detention |

Bathroom Expectations

1. Wash hands carefully
2. Keep water in sink
3. Use items in bathroom appropriately
4. Flush toilet
5. Allow others privacy
6. Keep bathroom clean and graffiti free
7. Turn off water
8. Clean up after yourself

Cafeteria Expectations

1. Sit with feet on floor, bottom in chair and facing table
2. Walk
3. Use table manners
4. Listen to adults
5. Use quiet voices
6. Get all utensils when going through the line
7. Clean up after yourself
8. Take care of own tray

Lunchroom Rules:

1. No talking in line or be sent to the end of the line
2. Make sure you get everything you need before being seated 3. Use soft voices to visit at your table.
3. When teacher, principal, or other adult is speaking, stop to listen
4. No running
5. Watch where you are going and don't cut in front of others

Bus Expectations

1. Sit with feet on floor, bottom on seat and facing forward
2. Keep objects inside the bus
3. Listen to the driver
4. Be kind to others
5. Belongings remain in backpack
6. Stay in seat
7. Keep bus clean
8. Be prepared when your bus stop arrives

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

AFTER SCHOOL DETENTION

Will be available and will be used as needed on Tuesday, Wednesday, and Thursday, from 3:15 p.m. until 4:00 p.m. Parents will be required to pick their students up by 4:00 p.m.

OUT OF SCHOOL SUSPENSION

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

***The building principal will assign:**

In School Suspensions, Out of School Suspensions, & After School Detentions

BULLYING AND HAZING

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

DRESS CODE

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

EARLY CHILDHOOD

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

PARENTS AS TEACHERS - for parents with children from birth to age 3. Contact person: Nola Nickols, Parent Educator, 847-2445

EARLY CHILDHOOD CLASSES - for 3 & 4-year-old children.
Contact: Amy Stephenson, Director of Special Services, 847-4008.
Catherine Weaver, Primary Principal, 847-2445

PARENTS AS FIRST TEACHERS

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

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

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

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

Families who have been enrolled in the birth to three program can participate in the Kindergarten Activity Day once a month. This is designed to acquaint 3, 4, and 5-year-old children with fun activities in the Kindergarten setting while parents attend a group meeting.

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

FIELD TRIPS

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

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

LOST AND FOUND

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

LUNCH

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

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

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

Your children will be bringing home applications for free or reduced lunches. If you feel you qualify for this, please feel free to fill out the applications as soon as possible and return them to school.

Cassville School's health services will follow Board Policy: JHC
SAVE THIS IMPORTANT NOTICE

Dear Parent:

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

How Do You Get Lice

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

What To Look For

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

Symptoms of Infestation

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

Treatment of the Individual

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

Proceed as follows:

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

Olive Oil Treatment

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

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

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

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

PRESCRIPTION MEDICATIONS

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

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

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

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

Send no more than one week's supply at a time, unless other arrangements have been approved by the school nurse.

NON-PRESCRIPTION MEDICATIONS

Over-the-counter medications for colds, coughs, headaches, etc. will be given when accompanied by a written request by a parent or guardian. This request must include the date, dosage, and time medication is to be given. All medicines must be properly identified. If it is necessary for a child to take a daily non-prescription medication such as aspirin for rheumatoid arthritis, a request from the parent or guardian and also a request from the physician must be provided. The request from both should include the same information as required for **PRESCRIPTION MEDICATIONS** above. A parent may not send any medications in envelopes, plastic wrap, etc. All medicines must be in original containers. Your pharmacist will provide extra, properly marked containers at your request. Administration of medicines will be the responsibility of the school ONLY if the school's policy is followed.

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

Any child who receives an injury at school or becomes ill at school will be sent to the nurse. The nurse will contact the parents to pick up the child if she feels it is necessary to do so. You may contact the nurse by phoning 847-1286 primary nurse's office or 847-4040 intermediate nurse's office.

PARTIES

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

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

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

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

SAFETY

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

VISITORS

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

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

VOLUNTEERS

We feel one of the best ways for you to get to know your child's academic progress, his/her teachers, and the academic program he/she is in, is to volunteer in the intermediate school. **You are invited to be a school volunteer.** Contact your child's teacher, Mr. Swadley or Mrs. Weaver about volunteering.

PROHIBITED ITEMS

Roller blades, skates (including those built into tennis shoes), scooters, electronic games and trading cards are prohibited on all school property including buses. Backpacks with handle and wheels must be worn on student's back. Extension of the handle is prohibited.

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

ALLOWED ELECTRONICS

Students may bring e-readers, such as Kindle's, Nook's or iPads as long as the classroom teacher has approved it for educational purposes. Reference policy KKB & GBH.

WRONG AND HARMFUL STATEMENT

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

PROGRAMS FOR HOMELESS STUDENTS

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

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

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

FILE: IGBCA
Critical

Services

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

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

K-5 Reading Program

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

Secondary Reading

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

Accelerated Reader (AR) Program

In conjunction with the reading series, the AR program is used as a motivational tool to encourage recreational reading and to assist students in selecting books that are appropriate for their reading level. It is a computerized reading management program that provides accountability while giving teachers a powerful tool to assess individual achievement and monitor reading practice. The AR program is implemented district-wide, 2nd grade through 12th grade.

Scholastic Reading Counts

At the middle school level, the Reading Counts program is used in addition to the AR program. It is also a computerized reading management program with similar purposes; however, it presents additional testing flexibility.

Writing Program

As reading and writing are interconnected, an age appropriate writing program has been incorporated into the communication arts curriculum at each building. The primary & intermediate schools use Writer's Workshop, the middle school uses a combination of Power Writing and the Six Trait Model and the high school uses the Schafer Writing Program.

Reading Interventions

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

Title 1 Program

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

Special Education

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

Reading Assessments

Preschool

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

Kindergarten

- 4th Edition DIAL-4 will be administered to all incoming kindergarten students.
- During fall and spring conferences, parents will be informed of their child's pre-reading abilities, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- PPVT (Peabody Picture Vocabulary Test) and EVT (Expressive Vocabulary Test), receptive and expressive language assessments, will be administered to all kindergarten students.
- DRA (Developmental Reading Assessment) is administered at the end of the school year.
- Promotion may be contingent on summer school attendance and performance.

Grade 1

- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.
- Individualized interventions will be implemented as needed.
- DRA is administered three times a year.
- Promotion may be contingent on summer school attendance and performance. 24

Grade 2

- Student Learning Outcome assessments based upon the Missouri Learning Standards will be administered as part of the instructional program.
- During fall and spring conferences, parents will be informed of their child's reading level, and encouraged to implement specific reading strategies at home. Additional conferences will be scheduled, as needed.

- Individualized interventions will be implemented as needed.
- DRA tests will be administered three times a year.
- Promotion may be contingent on summer school attendance and performance.

Grade 3

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

Grade 4

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

Senate Bill 319

Senate Bill 319 calls for the retention of students in grade 4 if they are reading below the 3rd grade level. The practice of promoting students to the next grade, even if they are not academically ready, is often called “social promotion.” Mandatory retention – related to Senate Bill 319 – only occurs once. The law states: “No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this law.”

The retention part of the law applies to students who have finished the 4th grade year (and summer school) and are still reading below the 3rd grade level.

Grade 5

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

Wellness Policy

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based. For the most current information on our Wellness Policy, please visit: <http://cassville.k12.mo.us/>

Every Student Success Act (ESSA) COMPLAINT PROCEDURES

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

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

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

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

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

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

The investigation and complaint resolution proceedings will be completed within a time limit of fifty calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within forty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within ten days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to private school children handled differently?

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

9. How will appeals to the Department be investigated?

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

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

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

Cassville Primary School 2019-2020 Supply Lists

Pre School

2 boxes Crayola 8 count **LARGE, not washable, not jumbo crayons**
1 box Kleenex
2 glue sticks
1 bottle of Elmer's school glue
2 dry erase markers (any size, color)
1 can of Playdough (any color)
2 containers of Clorox disinfecting wipes
2 packages of baby wipes
1 bottle of hand sanitizer
1 plastic pocket folder (**morning class-green, afternoon class-blue**)
1 backpack large enough to hold the pocket Folder (**NO WHEELS**) Please label child's backpack

Kindergarten Supply

3 boxes of 24 count crayons (Crayola brand)
1 4oz. bottle of Elmer's Washable School glue
2 jumbo glue sticks or 4 regular glue sticks
FISKARS scissors with metal blades
2 boxes of facial tissues
1 **LARGE** backpack: LARGE enough to hold a winter coat
24 yellow, wooden #2 sharpened pencils
1 pink eraser
4 PLASTIC pocket folders with brads (1 red, 3 any color)
1 package WASHABLE markers
1 zipper pouch with 3 holes for a binder (cloth, not plastic)
8 black EXPO markers (for student use)
1 pair of OVER-THE-EAR Headphones (earbuds do not fit)
2 packages of Clorox wipes
Girls: 1 box quart slider zipper bags
Boys: 1 box gallon slider zipper bags

Kinder Academy Supply List

3 boxes Crayola Brand 24-count crayons (**NO jumbo, scented, fluorescent, etc.**)
1-4oz bottle of Elmer's glue (**School Glue Required**)
4 glue sticks
1 pair of Fiskars scissors with metal blades
2 boxes of Facial Tissues (**Do Not Open**)
1 Backpack...Large enough to carry winter coats
NO TOTE BAGS WITH ROLLERS (no shoulder bags)
2 plastic pocket folders with brads
1 **clear** zipper pouch with 3 holes for a binder
2 packages of Washable markers
1 package of Expo Markers
1 set of simple, basic headphones (**NO earbuds**)
2 packages of baby wipes
Girls- 1 package of quart Ziploc bags with zipper top and 1 package of plastic spoons
Boys- 1 package of gallon Ziploc bags with zipper top and 1 package of paper plates

First Grade Supply List

2 – large boxes facial tissues (do Not Open)
1 - “Cigar Style” school box (5x8 no longer)
24 - #2 wooden pencils
1 pkg. Crayola Fine Line Markers, 8ct. ea.
6 glue sticks
1 bottle of white glue
4 – boxes Crayola Brand 24 ct. crayons
1 – pr. Fiskars for Kids-metal blade
1 – tote bag/backpack-**NO wheels**
6 – **PLASTIC** pocket folders **with brads**
2 – lg. pink erasers
2 – “**Mead**” Composition books (with hard cover)
1 container Clorox disinfection wipes (no baby wipes)
1 – 4 pack Expo Markers (Dry Erase)
Girls - 1 box gallon zip-lock Bags
Boys - 1 box quart zip-lock Bags
1 – set head phones new students only

Second Grade

2 – large boxes facial tissues (do Not Open)
2 – lg. pink erasers & 1 box pencil top erasers
36 - #2 pencils (wooden-not decorative)
1 – 4 oz. bottle White Elmer's glue
4 – glue sticks
2 – boxes Crayola 24 ct. crayons
1 - pr. Fiskars for Kids-metal blade
1 – tote bag/backpack **large enough to carry library books-NO wheels**

1 - “Cigar Style” school box (5x8 no longer)
3 – plastic folders **with pockets and prongs-solid colors only**
1 – 4 pack of Expo Markers (Dry Erase)
2 containers Clorox Disinfecting wipes. **No BABY Wipes**
2 pkgs. Post-It notes
1 – set head phones (for computer lap tops) no earbuds
2 – Composition notebooks (**Wide Ruled**)
Boys – 1 box gallon size Zip-lock bags
Girls – 1 box quart size Zip-lock bags

Cassville Intermediate School 2019-2020 Supply Lists

<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
4 - pkg. #2 pencils (wooden) 1 - pkg. 4 glue sticks 1 - Large pencil pouch or art box for school supplies 1 - pkg. colored pencils (24 pack) 4 - composition books (NO spirals-wide ruled) 3 - 3 prong folders (red-green-blue if possible) 1 - pkg. (4) Expo markers 1 - disinfectant wipes 2 - highlighters 1 - set headphones or earbuds 1 - 1" Three-ring binder 1 - pair scissors 1 - bottle Elmers Glue 2 - boxes 24 ct. crayons 2 - boxes facial tissues Boys - 1 box sandwich. zip-lock bags Girls - 1 box gallon zip-lock bags	2 - pkg. #2 pencils (wooden) 1 - pkg. pencil top erasers 1 - pair scissors 1 - pencil Pouch-Large 1 - box 24 ct. crayons 2 - box 12 ct. colored pencils 2 - Highlighters 6 - 3-prong 2 pocket folders (red-blue-green-purple-yellow) 1 - pkg. wide ruled paper 2 - pkg. 4 or more dry erase markers 2 - pkg. (4) glue sticks 1 - ruler with (cm) 3 - composition notebooks (No wire spirals) 1 - set headphones 1 - box gallon size bags-girls 1 - box sandwich bags-boys 3 - boxes facial tissues 3 - Disinfectant wipes 1 - small backpack to fit in lockers 1 - 1 1/2-inch View Binder 3 ring Notebook (with Pockets) No School Box	48 - #2 pencils (wooden) 1 - boxes 12 ct. colored pencils 1 - 1in 3 ring binder 1/2in 3 ring binder (music) 2 - Composition Book 1 - zipper pouch for Art supplies 2 - pocket folders without prongs 2 - pkg. wide lined loose-leaf Notebook paper 1 - pkg. (of 3) sticky notes 1 - pair scissors 2 - Highlighters 2 - Glue sticks 2 - dry erase markers (black preferred) 1 - set headphones or earbuds 3 - boxes tissues 2 - disinfectant wipes

#2 wooden pencils are preferred for all intermediate students.

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

NO Trapper Keepers PLEASE

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

Student immunizations need to be current.