

HALLSVILLE PRIMARY SCHOOL



2016-2017

PARENT AND STUDENT HANDBOOK

Hallsville School District Mission Statement:

“We guarantee all students will reach their full potential.”

Hallsville School District Vision:

“Improve Lives Through Learning”

Hallsville Primary Mission Statement

“Maximizing Student Learning and Achievement at Hallsville Primary”

We work hard to do our best
So we can rise above the rest!

Hallsville Primary Vision Statement

At Hallsville Primary, we envision a learning environment that will build a foundation for continued learning by:

- Working collaboratively to provide a nurturing, safe, and productive environment
- Demonstrating high expectations and thoughtful respect for individual differences and learning styles
- Using data to drive decision making based on common and formative assessments
- Ongoing communication between students, parents, faculty, and community
- Focusing on goals that foster academic success and independence.

Welcome!

Dear Students and Parents,

On behalf of the faculty and staff, I would like to welcome you to Hallsville Primary School. This handbook is designed to answer many of the questions you will have about the routines and expectations of our school day, and we hope that you find it helpful. As you can see in our vision and mission statements, we are committed to student learning and achievement. We are excited about the opportunities the 2016-17 school year will bring, and we look forward to working with each of you.

Throughout the year, the parents in our community play a vital role in the success of our students. The support you offer through volunteering in classroom and building projects, participating in the PTO, and reinforcing learning objectives at home makes it possible for our students to do their best. Watch our website for newsletters and bulletins that will keep you informed about upcoming events and opportunities at school, and thank you for your partnership!

Sincerely,

Karen Jimerson, Ed.S
Primary School Principal

Hallsville Primary Faculty and Staff 2016-17

Administrators

Jimerson, Karen
Collier, Shae

Assignment

Principal
Special Programs Director

Classroom Teachers

Allee, Renee
Anderson, Jennifer
Bradshaw, Sarah
Browning, Sarah
Bryant, Sheena
Hague, Katy
Linneman, Allyson
Nichols, Rachael
Pemberton, Leigh
Rouse, Karen
Shippee, Whitney

Kindergarten
Kindergarten
Kindergarten
First Grade
Kindergarten
First Grade
Kindergarten
First Grade
Kindergarten
First Grade
First Grade

Parents as Teachers Educators

Forbis, Kena
Judy McCloughan
Smith, Karen

Special/Title Teachers

Eastin, Erin
Klasing, Nicki
Muckerman, Cindy
O'Bryan, Gretchen

EC/ECSE Preschool
Title I Reading
Speech/Language Specialist
Special Education

Departments/Programs

Anderson, Brian
Briedwell, Sherri
Herington, Sarah
Lankford, Tyler
McLaren, Roberta
Otten, Chelsea

Physical Education/Health
Media Center Specialist
Counseling
Physical Education/Health
Art
Music

Support Staff

Alexander, Sandy
Harrison, Kate
Jensen, Karey
Kilpatrick, Mallory
Mueller, Megan
Radmer, Tessa
Rinehart, Angie
Scott, Pamela
Shoemate, Sandy
Tharp, Ada
Thornton, Lisa

Early Childhood Paraprofessional
Title I Reading Paraprofessional
Special Education Paraprofessional
Special Education Paraprofessional
Nurse
Special Education Paraprofessional
Assistant Librarian
Student Information Specialist
Special Education Paraprofessional
Administrative Assistant
Early Childhood Paraprofessional

Student Drop-offs and Pick-ups/Visitor Parking

Buses will begin arriving at the primary building at 7:45 a.m. and will unload at the northeast entrance. **The gravel drive that goes behind the building will be for bus use only during arrival (7:45 – 8:10 a.m.) and dismissal (3:20 – 3:35 p.m.).** Parents who bring their children to school by car must enter the main parking lot in front of the building. Children who arrive by car should be dropped off at the front door or escorted from the front parking lot to the main school entrance. Your cooperation in maintaining a safe environment as the children arrive will be appreciated.

Students who walk or ride bicycles to school will need to wait in front of the intermediate building where a bus will pick them up at 7:40 a.m. and transport them to the primary building. Upon dismissal, they will ride a bus back to the intermediate building, then proceed home.

Parents picking up their children after school must park in the front parking lot and wait near the front entrance. Children will be brought to the door as parents arrive at dismissal. Teachers will escort the children to the dismissal area, and supervising staff members will dismiss children to their parents/guardians or authorized care givers. Students will be instructed to wait until the supervising staff member calls them to the door for dismissal. Parents may choose to wait in the car line along the curb in front of the building. Teachers will escort children to the cars in the order they arrive. Children will be released only to individuals listed on the student information forms or to persons named in a written request from parents. These procedures have been established to help us ensure the safety of our children. We know you share our concern and ask for your full cooperation.

When visiting the school throughout the day, parents and visitors are to park in the front parking lot and enter through the front doors. These doors are the only entrance authorized for visitors.

Dismissal Changes

With the welfare of our students in mind, procedures for a safe and orderly dismissal are established in each building with particular attention given to the plans and supervision of our elementary students at the end of the day. Please discuss dismissal plans with your children and follow a routine as much as possible. If a change is necessary, please contact your child's teacher and the building secretary in writing (preferably email) to provide specific details about the change. **A request made in the afternoon for a change to the dismissal routine that day should be made only in emergency situations.**

When plans change after the school day begins, children are sometimes upset or confused. Changes also necessitate extra attention from our office staff to ensure that all personnel involved in dismissal are aware of the change. Your child's teacher should be

notified in writing when a change in routine is required. If your child must leave school early, you should send a note including your signature or an email from your address to the teacher so that preparations may be made in advance to minimize disruption to the classroom. If someone else is to pick up your child, include that person's name in the note. Adults who come to take children out of school early must come to the office, and whenever possible a school employee will go to the classroom to escort the student to the office. This procedure is to honor the school day and to avoid disturbing the learning environment.

Attendance

The faculty, staff, and administration of Hallsville Primary School believe that students should be in attendance at school all day, each day, in order to best take advantage of the learning opportunities available to them. School hours for a full day are 8:10 a.m.-3:20 p.m. for grades K-1, and 8:10 - 11:10 a.m. or 12:20 - 3:20 p.m. for ECSE preschool. When illness prevents attendance, please phone the school office by 8:15 a.m. (696-5512, ext. 602) to report your child's absence.

When a student has accumulated absences equivalent to one-tenth of the current attendance days, a letter will be sent to the parents as a reminder of the importance of good school attendance. Excessive school absences may result in the student being considered for retention and/or a child neglect report being filed with Missouri Department of Family Services.

Recess

Students are scheduled for two recess periods each day. Only under adverse weather conditions do we keep the children indoors, so please make sure your child is dressed appropriately for the current weather conditions. If the actual temperature drops below 32 degrees Fahrenheit, recess will be shortened. If the wind chill registers below 25 degrees, recess will be indoors. The official temperature will be taken from the Hallsville School District website. Students can only be excused from going outdoors to recess if there is an acceptable reason, such as illness or injury. If a child should stay in, a note should be sent to the teacher stating the reason why the child should not go outside.

Visitors

After 8:10 a.m., all doors of the primary building are locked and will remain locked throughout the day. Visitors must enter through the front door where office staff will "buzz" you in at the second door on the far right. Visitors must report directly to the office, sign in, and obtain a visitor's badge. Volunteers must also sign in and obtain a volunteer badge. Parents are welcome to visit our school and their child's classroom, but it is helpful for you to make arrangements with the classroom teacher in advance.

Extreme Weather Concerns

During extreme weather, it may be necessary to close school or release students early. Parents will be notified by an automated system on home and cell phones. Announcements will also be posted on electronic school communications and given on stations 17 KMIZ-TV, channel 8 KOMU-TV, channel 17 KMIZ-TV, channel 13 KRCG-TV, KFRU AM, KCLR/Y107 FM, KWWR, KRES and posted on our district website. Parents should plan in advance where children are to go if school must be closed early and review with your child the procedures he/she is to follow, whether to ride the bus home, to a baby sitter, wait to be picked up, etc. since school phones are usually busy during these times.

Staying Informed

Being a member of the Hallsville Parent Teacher Organization (PTO) provides parents the opportunity to strengthen communications between home and school. PTO meets the fourth Monday of each month. Notices of PTO meetings and events are sent home with students, and we encourage all parents to participate. There are a number of other ways to stay informed about what is happening at school.

The following information outlines our various types of communication. Please be sure to download our app, subscribe to [eNews](#), and follow us on [Facebook](#) and [Twitter](#).

eNews: A weekly e-newsletter from the district communication office is published every Monday and includes school news, community information, and event/activity dates. There are two links on the district website: one for persons who wish to subscribe to the eNews, and one for those who would like to submit stories. The e-newsletter is available to subscribed users through email. Currently, we have over 1,200 active contacts.

Social Media: The Hallsville district can be followed on social media at [Facebook](#) and [Twitter](#), @hallsviller4.

Hallsville App: Push notifications and school information is available at your fingertips with our school app! Current features include: lunch balances, SIS schedule info for students/parents/teachers, news stream, social media stream, district calendar, Virtual Backpack links, Google Apps access, district email access, staff directory, and resources. More upgrades are coming to the app next semester that will increase parent/student/teacher communication and make information even more accessible for the district. The app is available through Google Play and the App Store.

Virtual Backpack: This is available for the [primary](#) and [intermediate](#) buildings to post any pertinent information for their students. The purpose of VB is to make the documents

electronically accessible for parents and to minimize the number of papers sent home in backpacks.

School website: Our [school website](#) posts district updates on the home page. Building-level information can be found under “Our Schools.”

Class Newsletters

Teachers will frequently post newsletters in the virtual backpack that contain important class and building information. If you would like to receive a paper copy of the newsletter, please send a written request to your child’s teacher. Reading the newsletters and marking your calendars with important dates will be helpful throughout the school year.

Principal Newsletter

Mrs. Jimerson will post newsletters on the primary building website. A paper copy will also be available if needed. These letters will include monthly updates on school and district information.

Email and Telephone Messages

Please note that teachers do not answer their telephones or respond to email messages while they are with their students. Routinely, teachers will only check messages at the beginning and end of the day. If you have information that a teacher needs to receive during the school day, please send a note to school or in emergency situations call the school office.

Discipline

Classroom Discipline

Hallsville Primary uses a school-wide behavior plan. The staff has worked together to develop expectations for behavior that are consistent throughout our building and are aligned with those in other district buildings. Each classroom teacher will have classroom expectations in place for her/his room, and lessons designed to teach expected behaviors will be taught.

School-wide Rules

1. Use good manners
2. Follow directions
3. Keep your hands, feet, and other objects to yourself
4. Be respectful to others
5. Use school equipment and materials properly
6. No gum at school
7. Clean up after yourself
8. Walk quietly in the hallways
9. No toys, bats, balls, cards, Gameboys, etc. are to be brought to school unless special occasions are being observed and have been authorized by the teacher
10. Use appropriate voice level in the building
11. No running in the hallway

12. Use appropriate language for school

Office Referrals

When students have a serious infraction or teachers have exhausted their classroom discipline procedures, students will receive an office referral form and be sent to the principal's office. A note or phone call home will let parents know about the incident. If there is a need for immediate or direct communication, the principal will attempt to personally contact the parents.

Student Conduct

Good discipline begins at home, and teachers recognize and appreciate the important role parents have in establishing expectations for respectful, cooperative behavior. In the school, discipline is guided by the district's **Code of Conduct**. A copy of this policy is provided online for parents at the beginning of the school year or time of enrollment. As part of our comprehensive character education program, we teach the expectations for student behavior in all social contexts at school as manners rather than rules. Here are the manners we expect a Hallsville Primary student to convey:

Classroom Manners

- Follow classroom rules and procedures established by the teacher
- Show respect for fellow students and teachers

Cafeteria Manners

- Always walk
- Keep trays at table until dismissed
- Stay seated unless you have permission
- Keep your food to yourself
- Use "inside voices"
- Be responsible for disposing of your own trash

Playground Manners

- Follow the directions of the playground supervisor
- Be respectful of others by keeping your hands and feet to yourself
- Use the equipment appropriately and safely
- Do not kick balls against the building
- Never throw woodchips
- Line up quickly, quietly, and orderly at the end of recess

Hallway Manners

- Walk
- Quiet, respectful voices
- Hands away from the walls
- Stay on the right side of the hallway in a single file line
- Respect school and personal property

Restroom Manners

- Enter and exit quietly
- Use facilities appropriately
- Flush the toilet (if it is not automatic)
- Wash your hands with soap and water
- Promptly join your class

Assembly Manners

- Quiet, sit flat, hands in lap
- Eyes on the speaker
- Watch the show
- Respect is always the way to go
- Sing, cheer, or clap when asked
- And all our assemblies will be a blast!

School Meals

A breakfast and lunch program will be offered during the school year. All students are eligible for the program and the cost will be:

Breakfast (7:45 – 8:00 a.m.)

Regular daily price: \$1.25

Reduced price: \$0.25

Lunch (10:50 a.m.-12:00 p.m.)

Regular daily price: \$2.00

Reduced price: \$0.40

Adult Meal Prices

Breakfast \$1.50

Lunch \$2.50

Students wishing to purchase meals from the school district should deposit money in their accounts in advance. **No meals should be charged to the student's account.** Money may be deposited into the meal account on a daily, weekly, monthly, or semester basis.

Note: Students bringing their own lunches, please remember that we do not allow soda at lunchtime.

Student Dress Code

Primary school children are active and their clothing should be casual but appropriate for work and learning. Children should dress comfortably and neatly, saving party clothes for special occasions. Please follow these dress guidelines:

1. Hats should be removed in the building (except on special occasions).
2. Clothing should completely cover both stomach and back.
3. Underwear should be completely covered by outer clothing and not visible.
4. Spaghetti straps are not allowed.

5. No clothing with obscene language, alcohol, or drug/gang related advertisements may be worn.
6. For the safety of all students, shoes should be appropriate for playing outdoors each day. Please do not allow your children to wear flip-flops to school. Shoes without backs or platform shoes can be a hazard during physical education and on the playground. Tennis shoes are always a good choice for daily school activities.

P.E. Dress

Students will need athletic shoes for P.E. class. Street shoes, cowboy boots, sandals, etc. are not safe for P.E. activities and can result in injuries. A note is required if a student is to be excused from P.E.

Instructional Programs

The instructional program is guided by the district philosophy, mission, state performance standards, and curriculum goals and objectives. An integrated instructional approach is used whenever possible. A wide variety of learning activities actively involve students in the learning process.

Communication Arts

The primary school uses the Four Block Model of Literacy to teach reading. The kindergarten component of this program is Building Blocks. The Four Block Model is a combined approach to teaching communication skills in reading, writing, and speaking. A wide variety of resources are used, including exercises for phonemic awareness, literature sets, basic reading series, big books, computer programs, writing journals, and teacher developed activities. In addition, math, science, and social studies concepts are integrated within the communications program.

Math

The Everyday Mathematics Program actively involves students in learning and using math concepts to solve “real life” problems.

Science and Social Studies

Science and social studies are integrated within math and communication arts or are taught as individual units where appropriate.

Other Subjects

Students have regularly scheduled learning opportunities in the areas of physical education, music, art, library/resource skills, and health.

Guidance and Counseling

Students receive regularly scheduled guidance class instruction. These classroom sessions are based on the Missouri Comprehensive Guidance curriculum. The counselor also works with students individually and in small groups on an as needed basis.

Special Education Programs

Special education services are provided to meet the needs of students with disabilities in the least restrictive environment. Instructional programs are provided for students who have the following handicapped conditions: intellectually disabled, learning disabilities, behavioral disorders/emotionally disturbed, speech/language disorders, visually impaired, hearing impaired, physical/other health impaired, multi-handicapped, traumatic brain injury, and autism. All children in the district have a right to a free and appropriate public education regardless of handicapping condition.

Title I Reading

Title I reading services are available to students who have been identified as not meeting the state's Show-Me Standards in reading. The criteria used to identify children to be served are determined by each participating building.

Health Room Services

Guarding the Health of Your Child

If your child has been vomiting or has otherwise been sick the night before, he/she should stay home the next morning. Most viruses take at least 24 hours to get over. If your child has had a fever, he/she should not return to school until the temperature has been below 99 degrees for 24 hours without fever-lowering medications.

Medications

All medications to be administered at school must be in the original bottle/container with the current pharmacy prescription label. The school nurse must function within the scope of practice for which they are licensed. Nurses are not allowed to administer medications, including over the counter medications, without a doctor's order. Elementary students must give all medications brought to school to the school nurse. A parent/guardian permission form must accompany all medications to be administered at school.

Health-Emergency Contact Card

It is important that the information on each student's health-emergency contact card be current. The cards will be updated at the beginning of each school year and kept on file in the school nurse's office. If any of the information changes during the school year, please notify the primary office or school nurse.

Illness or Injury

Any child who becomes ill while at school will be seen by the school nurse. Any child injured on school property during school hours will be given emergency first-aid care by the nurse or 911 Emergency Services as needed. Emergency first-aid treatment may be given by teachers and other trained school personnel if the nurse is not available.

Progress Reports

Progress reports are sent home at the end of each nine weeks, four times a year. In addition, midterm reports are sent home each quarter. At other times, a teacher may send home a progress report, send an e-mail, or contact a parent by telephone. Parents are encouraged to check with the teacher or arrange for a conference if they have questions or problems concerning their child.

Classroom Assignments

The principal is responsible for assigning students to classroom teachers based on heterogeneous academic ability grouping, male/female ratios, social structures, special services, and teacher recommendations. In order to equally serve the needs of all students, the principal asks that parents refrain from requesting specific teachers for their children. If personal situations exist that might influence the success of students during the coming year, the principal should be informed in writing before the close of the current school year.

Promotion and Retention

Promotion will be based on the student's mastery of necessary skills for the grade to which he is assigned and his/her readiness to work at the next grade level, especially with regard to reading ability. In evaluating student achievement, each teacher will make use of all available information, including teacher-made tests, standardized test results, and teacher observation of student performance.

When a student is considered for retention, the teacher and principal will meet to review the student's file. The parent will be notified that retention may be necessary, and the parent will be invited to confer with the teacher and review the student's progress. The principal will make the final decision on promotion or retention.

Factors considered in retention include:

Mental ability
Emotional health
Reading ability
Physical size/age
Potential for improvement

Maturity
Absenteeism
Special problems
Previous retention
Attitudes

School Parties

The classroom teachers will organize classroom parties, asking for parent volunteers to assist with the entertainment and provide refreshments. Food items donated for the parties should be commercially prepared with the ingredient labels attached. There will be three school parties for students. Participation is voluntary.

- Halloween – October 31 (12:30 - 1:15 p.m.)
- Christmas – December 21 (11:45 a.m. - 12:30 p.m.)
- Valentine's Day – February 14 (12:30 - 1:15 p.m.)

Halloween Costume Guidelines:

1. Costumes are optional. Students are not required to dress up for Halloween activities.
2. Costumes are to be worn only during the parade and party. The costumes should be put on over school clothing.
3. Costumes should not take more than 5-10 minutes to put on (preferably in the classroom), and students should be able to dress themselves.
4. Costumes are not to be revealing or to represent violent characters.
5. No blood, fangs, claws, or weapons are permitted.
6. Costumes should not make fun of any other individual or group.
7. Students who wear inappropriate costumes will be required to remove them.

If you would like to recognize your child's birthday at school by bringing a commercially prepared (not homemade) treat for the class, please contact your child's teacher to schedule a good time for your visit. With the safety and integrity of each child in mind, we ask that you not send/bring personal party invitations to school to be distributed.

Notice Requirements for Missouri Schools

1. **Surveys:** No student, as part of any federally funded program, without parent consent, shall be required to submit to a survey, analysis or evaluation that reveals: political affiliations; potentially embarrassing mental or psychological problems; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals required for participation in the program; religious practices, affiliations or beliefs. Instructional materials used in connection with any of the above are available for public inspection.
2. **Searches:** The school district may search lockers and other school property used by students. Drug dogs may be used to search lockers, backpacks, purses, and cars parked on school property.

3. **Teacher Qualifications:** Parents may request information regarding the professional qualifications of their student's classroom teacher. This information will include whether the teacher is fully, partially, or provisionally certified by the state of Missouri, whether the person is teaching in his/her area of certification; whether the student is provided services by a paraprofessional and that person's qualifications; and what degrees, endorsements or certifications are held by the teacher.
4. **School District Policies:** Copies of the school district policies adopted by the Board of Education are available for public review in the administrative offices and media center.

Family Educational Rights and Privacy Act (FERPA) Directory Information

Schools may disclose, without consent, "directory" information including: a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, parents may request that the school not disclose directory information about them. This means that should a parent revoke Directory information, the student's name will not appear in any newspaper article, printed in any school program, appear on any district web page, or announced at any school event (including, but not limited to sports, plays, and award ceremonies). Parents have 15 days from the beginning of school or date of enrollment to revoke directory information. This request must be provided in writing and will be considered valid for the remainder of the current school year.

Hallsville R-IV School District Hallsville, Missouri

PUBLIC NOTICE

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

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

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

The Hallsville R-IV School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed Monday – Friday (8:00 am – 3:30 pm) in the office of the Director of Special Services, Ms. Shae Collier. Alternative times are available by request (696-5512, ext 622).

This notice will be provided in native languages as appropriate.

Notice of Nondiscrimination and Compliance

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 Hallsville 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.

COMPLIANCE COORDINATOR

Mrs. Shae Collier
Special Services Administrator
Hallsville School District
6401 E. Hwy 124
Hallsville, MO 65255
573-696-5512 ext. 443

COMMITMENT TO COMPLIANCE UNDER THE AMERICANS WITH DISABILITIES ACT

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Hallsville District (“School District”) does not discriminate on the basis of disability against qualified individuals with a disability with respect to the School District’s services, programs or activities.

Employment: The School District does not discriminate on the basis of disability in its hiring or employment practices. The School District complies with the federal regulations under Title I of the ADA (which governs the application of the ADA in the hiring and employment setting).

Effective Communication: The School District will comply with the ADA with respect to providing auxiliary aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in School District programs, services, and activities. These aids and services are designed to make information and communications accessible to people who have impairments, in areas such as speech, hearing, and vision. The School District will not place a surcharge on a qualified individual with a disability, or any group of qualified individuals with disabilities, to cover the cost of providing auxiliary aids/services or reasonable modifications of policy (for example, retrieving items from locations that are open to the public but inaccessible to users of wheelchairs).

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a service, program, or activity of the School District should contact the Compliance Coordinator, whose contact information is listed below. Such contact should be made as soon as possible, but not later than 72 hours before the scheduled event (and, preferably, at least four (4) business days before the event).

Modifications to Policies and Procedures: The School District will make reasonable modifications to policies and programs to ensure that qualified individuals with disabilities have an equal opportunity to enjoy its services, programs and activities.

The ADA does not require the School District to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden.

Complaints that a School District service, program, or activity is not accessible to persons with a disability may be directed to the Compliance Coordinator below. In addition, as stated in the School District's Notice of Nondiscrimination, a person who is unable to resolve a problem or grievance arising under Title II of the ADA may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; telephone (816) 268-0550.

COMPLIANCE COORDINATOR

Mrs. Shae Collier
Special Services Administrator
Hallsville School District
6401 E. Hwy 124
Hallsville, MO 65255
573-696-5512 ext. 443

Missouri Department of Elementary & Secondary Education NCLB COMPLAINT PROCEDURES

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

Who May File a Complaint

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

Definition of a Complaint

There are both formal and informal complaint procedures.
A formal complaint must be a written, signed statement that includes:

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

Alternatives for Filing Complaints

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

Informal and Formal Complaints Received by the Local Education Agency

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

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

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

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

Formal Complaints Initially Received by the SEA Office

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.
3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.
4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeals

Appeal to the SEA

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

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the

SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

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

Complaints Against LEAs Received from the United States Department of Education

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

Procedure Dissemination

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.