Table of Contents

2026-2027 School Calendar 2

Introduction 3

Purpose 3

Forward to Students 3

Mission Statement 4

District Beliefs/Vision 4

School Philosophy 5

Non Discrimination Policy 5

MOCAP6

Policies for Delta C-7 6

Purpose 6

Legal Basis 6

Consequences of Failure to Obey Standards of Conduct 7

Dress Code 7

Students with Disabilities 7

Attendance Policy 8

Tardies/Return from an Absence 8

Excused Absences 9

Unexcused Absences 9

Perfect Attendance 9

Homework and Missed Assignments 9

Disciplinary Absences 10

Corporal Punishment 10

Bus Policy 11

Search and Seizure Policy 13

Bullying Policy 13

Daily schedule 15

Breakfast and Lunch Prices 15

Free Meals 15

Retention of Students 16

Students Leaving School 16

Use of Telephone/Cell Phone Policy 16

Address and Phone Numbers 16

Field Trips/Activities 16

Gum, Candy, Food and Drinks 17

Students Bringing Their Lunch 17

Responsibility for School Property 17

Personal Property 17

Honor Roll 18

Releasing Students in Cases of Disaster 18

School Dismissal – Inclement Weather 18

Standard Complaint Resolution Procedure 18

Every Student Succeeds Act of 2015 Information 19

ESSA Complaint Procedures 20

Asbestos Notice 22

Parental Involvement Resource Center 23

Parents Right to Know 24

Resolution on Parent/Family Involvement 24

School Parent and Family Engagement Policy 24

Earthquake Awareness 25

2026-2027 District Calendar

	August 18-20, 2026	Teacher
Tue-Thurs		Orientation/Workdays
Thursday	August 20, 2026	Open House
Tuesday	August 25, 2026	Student's First Day
Monday	September 28, 2026	Teacher Workday (No school)
Friday	October 23, 2026	End of First Quarter
Thursday	October 29, 2026	Parent/Teacher Conference 3:30-6:00
Monday	November 16, 2026	Teacher Workday (No school)
Tue-Fri	November 24-27, 2026	Thanksgiving Break (No school)
Friday	December 18, 2026	End of 2nd Quarter/Early Dismissal 11:30 am
	Dec. 22-Jan. 1, 2027	Christmas Break (No School)
Tuesday	Jan 5, 2027	Start of 2nd Semester
Monday	February 22, 2027	Teacher Workday (No school)
Friday	March 12, 2027	End of 3rd Quarter
Thursday	March 18, 2027	Parent/Teacher Conference 3:30-6:00
Tues-Fri	March 23-26	Spring Break (No school)
Monday	April 19, 2027	Teacher Workday (No school)
Thursday	May 13, 2027	Graduation 7:00
Friday	May 21, 2027	End of 4th Quarter/Early out 11:30
Thurs-Fri	May 25-26	Teacher Workdays (No school)

Introduction

Welcome to Delta C-7 Elementary School. The purpose of this handbook is to serve as a guide for parents and students concerning school rules, regulations, and functions. It is our desire to provide the best education possible for every student. In order to achieve that goal, there must be a sense of cooperation among students, faculty, administration, school board, and the community. We encourage parents to take an active interest in all aspects of their child's education. We also encourage students to involve their parents/ guardians in their educational endeavors. We are proud of our school and we have outstanding traditions, and intend to continually build on those traditions. Let's make our effort a cooperative one that will allow us to provide the best we can for our students!

Purpose:

Schools have the right and responsibility to prescribe reasonable controls for efficient day-to-day operation. We are charged by our local school board and the Missouri State Department of Elementary and Secondary Education with the responsibility of creating and maintaining a learning environment that is conducive to student learning. In order to fulfill this responsibility each school must establish standards of student conduct that protect each student's right to learn and require each student to obey these standards. Freedom is not a gift; it is an achievement. Students do not learn freedom by releasing them from adult control; rather it is achieved as they learn self-control and assume responsibility for their own actions under the direction of adults.

Students are expected to attend school punctually and regularly, to obey all rules and regulations, to obey all directions and requests of teachers and other school personnel, to observe good order and correct conduct, to be diligent in study, to be clean and tidy in person and attire, to be obliging to schoolmates, to refrain from the use of tobacco, alcohol, and drugs and to refrain from the use of profane or improper language while on school premises or under school supervision.

For these reasons, this handbook was prepared to help parents familiarize themselves with the policies and procedures that will affect their children who attend Delta C-7 Elementary School.

Forward to Students

A cooperative effort is needed to have a good school. The faculty, administration, and the board of education are committed to giving you an opportunity to receive a quality education. You must make the most of that opportunity. The record you establish while at Delta C-7 will go with you when you leave. You are encouraged to make that record one you and your parents/guardians can be proud of.

You, the student, are the substance of the school. You represent Delta C-7 in all that you do, wherever you go. You should always strive to make yourself, your parents, you school, and your community proud of your actions.

This handbook will serve as a guide to a great number of school regulations, rules, and practices. You are responsible for knowing that information. If you have questions that need to be answered, ask a faculty member or administrator for help. They are here to serve you. Together we will work to build a better future for generations to come.

Mission Statement

The mission of Delta C-7 School District is to provide a safe, intellectually stimulating learning environment in which students may develop their interests and maximize their capabilities in order to become productive citizens.

Charging toward a successful future - every child, every chance, every day.

District Beliefs/Vision

The fundamental right of each individual is the right of equal access to educational opportunities.

Privilege requires accountability. Students enjoy certain rights in a democratic system. However, they are responsible for their learning and achievement.

The family unit is the primary foundation upon which values necessary for learning and life are built. In addition, teachers are responsible for guiding and motivating students in order to strengthen those foundations, which were introduced in the home.

Respect, dignity, pride, honesty, self-discipline, obedience and hard work are traits, which will be reinforced across the educational curriculum.

School Philosophy

As parents and/or educators, we have an interest in the quality of our schools and the performance of our students. Delta C-7 School District is vitally interested in the quality of all areas of education. The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet the requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education.

Local school efforts have been directed toward improving methods in administration and instruction, with emphasis on providing in-service education, workshops, and developing guidelines for the successful operation of the school.

The educational program of the Delta C-7 School District will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interest in the performing arts, practical arts, vocational-technical education and other specialized fields.

The school will be involved in evaluating the knowledge, skills, and aptitudes of our students by providing them statewide testing services.

USDA Non Discrimination Policy

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any

program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720- 2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call

(866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW Washington, D.C. 20250-9410;

fax: (202) 690-7442; or

email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

b. Exceptions to Including the Full USDA Nondiscrimination Statement.

This institution is an equal opportunity provider.

MISSOURI COURSE ACCESS PROGRAM (MOCAP)

In accordance with Board of Education Policy and Regulation 6190, eligible students may participate in virtual courses or a full time program of instruction through the Missouri Course Access and Virtual School Program or virtual programs developed by or approved by the District. For more information, visit with your child's building principal.

Policies for Delta C-7 Elementary School

Purpose: Schools have the right and responsibility to prescribe reasonable controls for efficient day-to-day operation. Our local school board, the state Department of Elementary and Secondary Education, and the state legislature charge us with the responsibility of maintaining proper discipline.

Legal Basis:

Missouri Law, Chapter 171, School Operations, Sec. 171.011. School board may adopt rules and regulations. – The school board of each school district in the state may have all needful rules and regulations for the organization, grading and government in the school district. The rules should take effect when a copy of the rules, duly signed by order of the board, is deposited with the

district clerk. The district clerk shall transmit forthwith a copy of the rules to the teachers employed in the schools. The rules may be amended or repealed in like manner.

Consequences of Failure to Obey Standards of Conduct as set by the Delta C-7 Board of Education:

The Excellence of Education Act and Safe Schools Act reaffirm the importance of standards to maintain an atmosphere where orderly learning is possible and encouraged.

All school district personnel responsible for the care and supervision of students are authorized to hold every pupil strictly accountable for disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities or during intermission or recess periods.

Parental involvement is encouraged through letters, notes, phone calls from the teachers, and planned parent/teacher conferences for the purpose of seeking help from parents to make it possible for students to achieve their fullest potential. The parents' help is elicited to secure behavioral changes in those students who do not obey standards of conduct.

Parents who become disorderly or irate will be removed and could be banned from the campus permanently.

Standards of conduct are necessary and will be interpreted by the teachers and principal to meet the needs of all students according to their maturity level and the specific situation.

Discipline problems for which no policies or guidelines exist will be resolved by the teacher and principal and are subject to review by the superintendent and board of education.

Dress Code:

All students should take pride in their appearance. Student appearance should be such that it will not disrupt the educational process. Shorts if worn in good taste will be allowed. All shorts must be visible at all times. No crop tops will be allowed. All clothing should be worn the way it was designed to be worn. Students who wear unacceptable clothing may be sent home to change. It will be the responsibility of the administration to determine whether or not clothing items are unacceptable.

Students with Disabilities:

Students with disabilities have the same rights and responsibilities as other students. Students with disabilities will be responsible for the policies and procedures to the degree that their handicap will allow. Certain disabilities merit alternative intervention when misconduct occurs. The IEP should be used to delineate and specific misbehaviors and consequences.

Attendance Policy:

When a student has five (5) absences in one semester, a letter will be sent home, or a phone call will be made, explaining school policy. Written documentation of this notice to the parent/guardian will be kept in the student's record at least until the end of the current school year.

When a student has ten (10) absences in one semester, a letter will be sent home, and/or a phone call will be made. Ten days absent in any one semester may contribute to the decision to retain the student.

When a student has 15 absences in a semester, the school is required by law to notify the Division of Family Services. The parent/guardian shall be subject to a civil penalty as prescribed by the courts. Also, any student who has 15 absences during one semester may be retained or be required to attend a summer school program.

Skipping school is a serious event that could result in corporal punishment the first time. The minimum penalty is a warning; the maximum penalty is expulsion.

NOTE: Five (5) tardies or early check-outs will count as a one-half day absence.

Tardies

When students arrive late, not only have they missed valuable instruction time, but they interrupt the class that is in progress; therefore, it is important that all children arrive at school and are in their classroom before 7:30 a.m. On the fifth (5th) of each semester the parent/guardian will be contacted regarding possible educational neglect. For safety purposes, parents must escort students in the building when arriving after 8:05 a.m.

Return from an Absence:

Following an absence the student must present a written note from his/her parent/guardian (even if the parent checked the student out prior to the absence) to the homeroom teacher. The note shall contain the date(s) of the absence, the reason for the absence, and the signature of the parent/guardian or doctor. It's the student's responsibility to give the note to the teacher during roll call. Failure to present the note to the teacher within two days, or presenting a note with false information, will result in the absence being designated as unexcused. When a student is out sick for more than three (3) days a note from a doctor is requested. The note must specify if/when the student may return to school.

Excused Absences:

An excused absence will allow the student to make up all work missed, providing procedures have been followed. Excused absences will be granted for the following reasons:

Illness: Five (5) notes from a parent will be accepted per semester (for absences of three (3) days or less). After the fifth absence (any length of time) a note from a doctor will be required. Any time a student misses school and visits his/hr doctor (dentist, etc.), a note from the doctor should be sent to the teacher.

Serious illness or death of an immediate family member (parent, grandparent, sibling).

Court summons/subpoena.

Medical appointments and reasonable travel time. Please make appointments after school whenever possible.

Student time out-of-school not covered above. The principal must evaluate for possible excused absence *before* the absence.

Note: Five (5) tardies and/or early checkouts will be counted as a half-day absence.

Unexcused Absences:

An absence will be designated as unexcused if a student fails to follow the above procedures upon return to school. An absence for any reason other than those listed above may be designated as unexcused, meaning that no credit will be given for assignments missed.

Perfect Attendance:

At the end of the school year, an award for Perfect Attendance will be given to those students who were present every hour of every day.

Homework and Missed Assignments:

Students are expected to complete all assignments. Students who have been absent are responsible for finding out from the teacher what work needs to be made up and completing it. Teachers should keep parents informed when homework is not completed. Parents are expected to keep up with their children's assignments and encourage completion by their interest and through providing an appropriate atmosphere for study. Teachers may keep students from recess to complete assignments if the teacher provides for supervision of the student.

When a student has excused time out of school, *it is the sole responsibility of the student or parent/guardian* to check with the teacher(s) and to make arrangements to make up missed assignments. For an excused absence, the student will have the same number of school days as absent to turn in the make-up work. Any work not turned in, or any test not take, unless prior arrangements have been made with the teacher, will receive 0%credit. A student will be required to take any make-up test on the day he/she returns to school if the test was scheduled prior to the absence. Approved school sponsored activities will not be counted as an absence, but all work missed during the activity must be made up in accordance with the above policy.

Because of the way absentee assignments are handled by the teachers and the number of teachers and/or assignments involved, homework for an absent student will not be available until 2:00 p.m., if requested, on the days of the absence. Please contact the elementary secretary if you plan to pick up the student's assignments, and the books, etc., will be in the office for your convenience.

Disciplinary Absences:

These result when a student has been removed from a class or classes by an administrator because of the student's behavior in school or at a school sponsored event.

Out-of-school suspension: An absence from school imposed upon a student by an administrator as a result of the student's inappropriate behavior that cannot be handled by other means. (No make-up work and 0% grade). The principal will suspend students from school for immorality, insubordination, and/or other offenses deemed inappropriate or when counseling and/or other

forms of discipline have failed. (Infections, diseases or habitual uncleanliness will result in the student being sent home, but disciplinary suspension is not appropriate in these cases). All suspensions will be in accordance with procedural due process guidelines.

Administrative Policy on Corporal Punishment:

One of the alternative measures, which may be used before corporal punishment is administered, is a reasonable attempt to contact the parent(s) or guardian(s) for help in solving their child's problem.

The punishment must occur soon after the behavior.

The certificated person administering the punishment must maintain his/her composure and not administer the punishment in a malicious and vindictive manner.

A certificated person must witness corporal punishment.

Corporal punishment should not be administered in front of other students.

The certificated person states the reasons for the punishment and the child is asked if he/she knows the reasons for the punishment.

The punishment must fit the behavior, taking into consideration the age, maturity, and sex of the pupil.

After the punishment, the certificated person is to restate the reasons for the punishment and is to encourage the child to improve his/her conduct. The child is to be received back into the classroom without malice since he/she has paid for his/her misconduct.

A discipline referral form should be sent to the office to be filed within 24 hours. The person reporting the offense should fill this out. If a different person administers the corporal punishment, that person should be noted on the report, as should the witness.

Bus Policy:

This bulletin is a general guideline of rules and regulations affecting students riding the school buses in the Delta C-7 School District. Parents of students riding the buses are asked to be aware of these rules and regulations.

The school buses are operated by the school district for those eligible students who must abide by these rules and regulations. The school is not required to transport students who repeatedly exhibit behavioral problems on the bus.

General Bus Rules:

A parent can judge the arrival time of the school bus after the routes are established and the bus has made several trips. The bus cannot wait beyond its regular schedule for those who are tardy.

Students should arrive at the bus stop a few minutes before the bus is scheduled to be there. Students are to wait in a quiet and orderly manner. Students should wait on the sidewalk or off the roadway and not on private property. Parents are responsible for their children's behavior while they are at the bus stop.

Students are assigned to one bus. Students will be permitted to ride only the bus to which they are assigned. Students may ride a different bus only with a note or a phone call from a parent or guardian, which gives a legitimate reason.

The bus driver is in charge of the pupils and the bus. Pupils must obey the bus driver promptly and without question.

Students will remain seated. Standing is allowed only when entering and exiting the bus. Students must not change seats or move from one seat to another.

Classroom conduct is to be observed by students while riding on the bus except for ordinary conversations. Unnecessary conversation with the driver is prohibited.

Students must not extend their heads or arms out of bus windows.

Students must observe directions of the driver. Students will enter and exit the bus with permission of the driver. Students will walk at least ten feet (10 ft.) in front of the stopped bus and will cross a street or road at the direction of the driver.

Pupils should obey and respect the orders of monitors or patrols if they are on duty.

Any damage done on the bus or to the bus will be reported at once to the driver. Pencils, magic markers, and pointed objects will be kept in notebooks. Parents and students will be held financially responsible for holes in seats, marks on walls and any other damage done.

Bus Misconduct Which May Constitute Loss of Riding Privileges:

Failure to remain seated

Refusing to obey driver

Fighting, pushing, or tripping

Violation of safety procedures

Destruction of property

Profanity or unacceptable language

Throwing objects on bus or out of bus

Hanging out of window

Excessive mischief

Eating, drinking or littering

Rude, discourteous, or annoying

Search and Seizure Policy:

The Delta C-7 School District shall reserve the right to conduct searches of lockers, desks, or persons suspected to be in violation of school policies during or after school hours, on school

property or at any school event held at any school location. Property may be seized, if deemed necessary, and turned over to the police. Such searches and seizures shall be conducted in accordance with established procedures for school officials at whatever time and for whatever reason deemed necessary.

Students Discipline

Bullying Policy 2655

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including

Gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, a text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the Districts campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal.

District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designated to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidents, etc.

Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contact.

The District shall give annual notice of the policy to students, parents or guardians and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with the students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer- to-peer initiatives to provide accountability and policy enforcement for those to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

August 2016, Copyright 2016 Missouri Consultants for Education, Inc.

Daily Schedule:

We begin serving breakfast each morning at 7:10 a.m. and no student should arrive prior to this time. When the bell rings at 7:30 a.m., students should go to their classrooms. All students should be here by 7:30 a.m. We will stop serving breakfast at 7:30 a.m. with exceptions allowed for those already in line or late buses. Students will be dismissed at 3:32 p.m. each day. The buses will leave campus at approximately 3:40p.m.

Breakfast and Lunch Prices:

Lunch will be $1.25 a day or $5.00 for a 4-day week. Breakfast will cost $.90 a day or $3.60 for a 4-day week. If a student forgets their money, they may charge their breakfast or lunch not to exceed more than 10 days.

Free Meals:

Each student is given a free meal application at the beginning of the year that should be returned to his or her teacher immediately. Any student who has not returned their correctly completed free meal application must pay for the meals they have eaten since the beginning of the school year and for the meals they eat until a correctly completed application is received and approved. An application must be filled out for <u>each</u> student. You may fill out a free meal application at any time during the year in case of a change in your employment status.

Retention of Students:

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration. A conference involving the teacher, principal, and parent(s)/guardian(s) will be scheduled to discuss a possible retention.

State law requires that all students who are reading below a third- grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

Students Leaving School:

Students in grades K-6 are not allowed to leave the school premises from the time they arrive in the morning until they are enroute home when school is dismissed.

Parents/Guardians taking their child from school at any time before school is dismissed must report to the office. Parents are encouraged not to take their child from school unless it is absolutely necessary. Doctor/dentist appointments should be made after school if possible, and if this is not possible, the child should be brought back to school if time allows. If anyone other than a parent or guardian will be picking up your child, you must send a written signed note or call us or we will not release your child.

Use of Telephone/Cell Phone Policy:

The telephone in the office is a business phone. Students should not ask to use the phone unless it is an emergency. Parents should phone students only when it is necessary. Important messages will be delivered to students.

Developments in cell phone technology in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in school's poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. As a result, beginning with the 2023-2024 school year, all student cell phones, digital cameras, smart watches, and similar electronic devices will be banned during the instructional day, and should be turned off and put away All cell phones are banned from dressing areas during extracurricular activities. Violation of this policy during the first semester after adoption will result in 3 days in-school suspension, while second offenses will result in 3 days out-of- school suspension being imposed.

Address and Phone Numbers:

If a student moves during the school year, the parent should notify the office of the address change immediately. Also, if there is a change in your phone number, the office should be notified immediately.

Field Trips/Activities

Parents will be allowed to accompany their child while on a school sponsored activity that is conducted off campus. However, all students must ride school provided transportation to the activity. If a parent, grandparent, and/or guardian wishes to provide transportation from activity

they must sign the student out with their teacher. If a parent does not want their child to attend the Field Trip/Activity, they should contact the school to make prior arrangements.

Gum, Candy, Food and Drinks:

No gum, candy, food, drinks, etc., will be allowed at school unless during a party and under the supervision of a teacher. If you are caught with these items they will be taken from you until the end of the day. On repeated offenses, these items will be taken and will not be returned.

Also, these items are not to be taken on the buses unless they are kept in your lunch box and are to be eaten at lunchtime.

Students Bringing Their Lunch:

Students may bring their lunch to school in a lunch box or sack. A refrigerator is provided for Elementary Students to keep their lunch boxes in.

Responsibility for School Property:

Students are responsible for all textbooks, workbooks, library books, report cards and envelopes, and other school materials under their care. Lost or damaged school property must be paid for before replacement books will be issued. Damaged books become the property of the parent/guardian when the appropriate amount has been paid. Cost of the item will be determined by the amount it will cost to replace the item lost or damaged.

Personal Property:

Students, who bring items to school such as ball gloves, trading cards, toys, etc., will be expected to keep up with their own items. School personnel are not responsible for "taking care" of students' property.

Students should respect the rights and ownership of other students. Do not take or use anything that does not belong to you. A good motto to live by is, "If it is not yours, leave it alone."

Do not bring any electronic devices, such as: iPods, iPads, tablets, cd players, cd's, cell phones, pagers, laptops, hand held video games, etc., to school. The teachers may confiscate any item that may disrupt class learning time.

Honor Roll:

An Honor Roll will be compiled each quarter with the names of students who have maintained a B average. A "D" or "F" in any class will disqualify the student from Honor Roll. The courses used for determining Honor Roll for grades K - 3 are Reading, Spelling, Language Arts, Math, Science, Social Studies and Handwriting. The courses used for determining Honor Roll for grades 4 - 6 are Reading, Spelling, Language Arts, Math, Science, Social Studies and Reading Counts.

Releasing Students in Cases of Disaster:

In the unlikely event of any type of disaster occurring, students will only be released into the custody and care of a parent/guardian. If students cannot be transported by bus, they will be kept at or near school until the parent can be located.

School Dismissal – Inclement Weather:

In the event of inclement weather, which makes conditions unfavorable for having school, students and parents are to tune into local radio stations (Kennett, Caruthersville) or televisions stations KAIT-8 (Jonesboro) or KFVS-12 (Cape Girardeau), school Facebook page and TeachersEase app. Early dismissals for unfavorable conditions will also be broadcast.

Standard Complaint Resolution Procedure For Improving America's Schools Act Programs

This complaint resolution applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000: Educate America Act and the Improving America's Schools Act (IASA).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy: Complaints shall be filed initially with the Building Principal. Complaints may be filed with the Superintendent or School Board in the event that the Building Principal is unable to resolve the complaint or is the subject of the complaint. The Building Principal, Superintendent, or Board will be responsible for, where appropriate, promptly investigating the complaint, making findings, initiating effective actions based on those findings that resolve the complaint. A determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy forwarded to the complainant no later than 30 days after the filing of the complaint.

The complainant may appeal the determination of the complaint. Appeals may be heard by the Superintendent, a hearing officer appointed by the Board, or by the Board itself as determined by the Board. The request to appeal shall be made within 20 days after the date of the written resolution of the complainant at the lower level. The appeal officer will issue a written determination of the complaint's validity and a description of its resolution within 30 days after the appeal is filed.

Anyone having a complaint or criticism of the policies or administration of the schools of the district should file a written copy of the complaint with either the district clerk or the superintendent at least three days before a regularly scheduled board meeting.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

Every Student Succeeds Act

Our district is required to inform you of certain information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information: Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived Whether your student's teacher is teaching in the field of discipline of the certification of the teacher. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent –Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title 1.A. Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES

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

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents
General Information What is a complaint under ESSA? Who may file a complaint? How can a complaint be filed?

Complaints filed with LEA How will a complaint filed with the LEA be investigated? What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department How can a complaint be filed with the Department? How will a complaint filed with the Department be investigated? How are complaints related to equitable services to private school children handled differently?
Appeals How will appeals to the Department be investigated? What happens if the complaint is not resolved at the state level (the Department)?	

What is a complaint?

For these purposes, a complaint is an 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.

Who may file a complaint? Any individual or organization may file a complaint.

How can a complaint be filed? Complaints can be filed with the LEA or with the Department.

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.

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.

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

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

How will a complaint filed with the Department be investigated? The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

Record. A written record of the investigation will be kept.

Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.

Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

Report by LEA. Within thirty-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.

Verification. Within five 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).

Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

How are complaints related to equitable services to nonpublic 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).

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.

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.

NOTICE TO PARENTS/GUARDIANS OF STUDENTS IN DELTA C-7 SCHOOL DISTRICT

On October 22, 1986, President Reagan signed into law the Asbestos Hazard Emergency Response Act (AHERA, Public Law 99-519). The law required EPA to develop regulations which provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. On October 30, 1987, EPA, published the Asbestos- Containing Materials in Schools Rule (40 CFR Part 763 Subpart E). This New Rule requires all public and private elementary and secondary schools to inspect for friable and non-friable asbestos develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely fashion. This rule became effective on December 14, 1987.

Delta C-7 Public Schools (LEA) has conducted a complete inspection of its facilities on July 19, 1988, utilizing the services of Mead Environmental Associates, 400 Broadway Cape Girardeau, Missouri 63701. A complete re-inspection was conducted in 1991, 1994, and 1997. The results of these inspections have been included in a management plan. This management plan is available in the administrative offices of this LEA (and in the office of each school) during normal business hours, without costs or restriction, for inspection by representatives of the EPA and the State, the public, including teachers, other school personnel and their representatives, and parents. The LEA may charge a reasonable cost to make copies of management plans.

You, as a parent, are encouraged to examine the management plan that affects your child (ren). The contents of the management plan and the recommendations made in it were presented and approved at the Delta C-7 Board meeting on March 13, 1989. You may contact Kenny Copley to obtain further information.

The purpose of the Federal and State regulations is to protect the health and well-being of all persons entering the buildings of this LEA for any reason. This LEA takes very seriously the recommendations made in the management plan, which have been approved by the Missouri Department of Health.

The person in this LEA trained to oversee asbestos activities and ensure compliance is Kenny Copley. As required in the rule, he is the single contact for the public to obtain information about asbestos-related activities in the LEA. You may reach him at P.O. Box 297, Deering, Missouri 63840, or during office hours of 8:00a.m. - 4:00 p.m. Thank you for your cooperation and understanding.

The complete removal of asbestos containing material from the boiler and pipes in the boiler room of the elementary school was completed September 15, 1989.

Parental Information and Resource Center (PIRC)

Local educational agencies (LEAs) or buildings that receive Title

I.A funds must assist parents and parental organizations by informing them of the PIRCs and their purpose. The following is a sample notification that LEAs could put in a Parent Handbook, in their district newsletter, provide to their PTO/PTA, and that buildings could also send in a newsletter, provide to booster clubs/groups, etc. The LEA or building might want to use the link below to go

to Missouri's PIRCs' website to include more specific information for their area. Documentation of notifications need to be kept on file.

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield.

For service and contact information, go to their website at
http://www.nationalpirc.org/directory/MO-32.html

Parents Right to Know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.

Whether your child is provided services by paraprofessionals and, if so, their qualifications

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.

Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Resolution on Parent/Family Involvement Adopted November 14, 2005, by the Missouri State Board of Education

WHEREAS, the State Board of Education believes that schools must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component; and

WHEREAS, parent/family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education, school districts, parents/families, and communities; and

WHEREAS, the State Board of Education seeks to foster and support active parent/family involvement so that schools and parents/families work together as knowledge partners in educating children; and

NOW, THEREFORE, BE IT RESOLVED: that the State Board of Education hereby adopts this policy on parent and family involvement and encourages local school officials to use it as a guide in developing local school district policies.

School Parent & Family Engagement Policy

Parents/families of all economic, racial/ethnic, cultural, and educational backgrounds can, and do, have positive effects on their children's learning. Delta C-7 recognizes the importance of assisting school districts in eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents/families and community.

Promote regular, two-way, meaningful communication between home and school. Examples: personal visits beyond parent/teacher conferences, electronic/telephone contact, use of translators.

Promote and support responsible parenting. Examples: parenting workshops, parent resource centers, parent support groups.

Recognize the fact that parents/families play an integral role in assisting their children to learn. Examples: parent curriculum night, family literacy programs, post-secondary planning activities.

Promote a safe and open atmosphere for parents/families to visit the school that their children attend and actively solicit parent/family support and assistance for school programs. Examples: training of

volunteers and staff, family activities at school, identifying parent volunteer opportunities in and out of school.

Include parents as full partners in decisions affecting their children and families. Examples: shared parent/teacher expertise on individual students, student academic planning, advisory councils (e.g., technology, nutrition/wellness), parent leadership development.

Use available community resources to strengthen and promote school programs, family practices, and the achievement of students. Examples: utilize the knowledge and skills of senior citizens, retired teachers, and veterans; encourage education-friendly practices in local businesses; parent information centers; identify links to current, quality resources.

Delta C-7 is committed to professional development opportunities for school district staff and leadership to enhance understanding of effective parent/family involvement strategies. We also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent/family participation. Delta C-7 will include parents/families in the annual evaluation of the content and impact of this policy. The evaluation will be used to improve and/or create practices to enhance parent/family involvement.

What to Do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors

DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.

Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.

Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.

Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway.

Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.

Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

DO NOT use the elevators.

If outdoors

Stay there.

Move away from buildings, streetlights, and utility wires.

Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle

Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.

Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If trapped under debris

Do not light a match.

Do not move about or kick up dust.

Cover your mouth with a handkerchief or clothing.

Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust

Six Ways to Plan Ahead

Check for Hazards in the Home

Fasten shelves securely to walls.

Place large or heavy objects on lower shelves.

Store breakable items such as bottled foods, glass, and china in low, closed cabinets with latches.

Hang heavy items such as pictures and mirrors away from beds, couches, and anywhere people sit.

Brace overhead light fixtures.

Repair defective electrical wiring and leaky gas connections. These are potential fire risks.

Secure a water heater by strapping it to the wall studs and bolting it to the floor.

Repair any deep cracks in ceilings or foundations. Get expert advice if there are signs of structural defects.

Store weed killers, pesticides, and flammable products securely in closed cabinets with latches and on bottom shelves.

Identify Safe Places Indoors and Outdoors

Under sturdy furniture such as a heavy desk or table.

Against an inside wall

Away from where glass could shatter around windows, mirrors, pictures, or where heavy bookcases or other heavy furniture could fall over.

In the open, away from buildings, trees, and telephone and electrical lines, overpasses, or elevated expressways.

Educate Yourself and Family Members

Contact your local emergency management office or American Red Cross chapter for more information on earthquakes. Also read the “How-To Series” for information on how to protect your property from earthquakes.

Teach children how and when to call 9-1-1, police, or fire department and which radio station to tune to for emergency information.

Teach all family members how and when to turn off gas, electricity, and water.

Have Disaster Supplies on Hand

Flashlight and extra batteries.

Portable battery-operated radio and extra batteries.

First aid kit and manual.

Emergency food and water.

Nonelectric can opener.

Essential medicines.

Cash and credit cards.

Sturdy shoes.

Develop an Emergency Communication Plan

In case family members are separated from one another during an earthquake (a real possibility during the day when adults are at work and children are at school); develop a plan for reuniting after the disaster.

Ask an out-of-state relative or friend to serve as the “family contact.” After a disaster, it’s often easier to call long distance. Make sure everyone in the family knows the name, address, and phone number of the contact person.

Help Your Community Get Ready

Publish a special section in your local newspaper with emergency information on earthquakes. Localize the information by printing the phone numbers of local emergency services offices, the American Red Cross, and hospitals.

Conduct a week-long series on locating hazards in the home.

Work with local emergency services and American Red Cross officials to prepare special reports for people with mobility impairments on what to do during an earthquake.

Provide tips on conducting earthquake drills in the home.

Interview representatives of the gas, electric, and water companies about shutting off utilities.

Work together in your community to apply your knowledge to building codes, retrofitting programs, hazard hunts, and neighborhood and family emergency plans.

What to Do After an Earthquake

Expect aftershocks. These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures and can occur in the first hours, days, weeks, or even months after the quake.

Listen to a battery-operated radio or television.

Listen for the latest emergency information.

Use the telephone only for emergency calls.

Open cabinets cautiously. Beware of objects that can fall off shelves.

Stay away from damaged areas. Stay away unless your assistance has been specifically requested by police, fire, or relief organizations. Return home only when authorities say it is safe.

Be aware of possible tsunamis if you live in coastal areas. These are also known as seismic sea waves (mistakenly called “tidal waves”). When local authorities issue a tsunami warning, assume that a series of dangerous waves is on the way. Stay away from the beach.

Help injured or trapped persons. Remember to help your neighbors who may require special assistance such as infants, the elderly, and people with disabilities. Give first aid where appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.

Clean up spilled medicines, bleaches, gasoline or other flammable liquids immediately. Leave the area if you smell gas or fumes from other chemicals.

Inspect the entire length of chimneys for damage.

Unnoticed damage could lead to a fire.

Inspect utilities.

Check for gas leaks. If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from a neighbor's home. If you turn off the gas for any reason, it must be turned back on by a professional.

Look for electrical system damage. If you see sparks or broken or frayed wires, or if you small hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, call an electrician first for advice.

Check for sewage and water line damage. If you suspect sewage lines are damaged, avoid using the toilets and call a plumber. If water pipes are damaged, contact the water company and avoid using water from the tap. You can obtain safe water by melting ice cubes.

2026-2027 Administration

Dr. Ben Johnson- Superintendent

Bradley Sneed- 7-12Principal

Alex Morgan- PK-6 Principal

2026-2027 Board of Education

Kelley Dullenty- President

Mike Tidwell- Vice President

Sam Rittenberry- Secretary

Robert Lebo- Treasure

Matt Hood- Member

J.T. Thrasher-Member

Chris Young- Member

2026-2027 Faculty and Staff

Pre-K- Tatum Rigdon

Kindergarten- Lauren Martin

1st Grade- Heather Lebo

2nd Grade- Kaylee Thrasher

3rd Grade- Pam Dixon

4th Grade- Tonya Mangrum

5th Grade- Bailey Cupples

6th Grade- Britney Drumright

Resource- Sara Naifeh

Title I Math- Jackie Loggins

Title I Reading- Lisa Coffer

Counselor- Emily Strother

Custidioan- Mallory Emery