



Boone Elementary Frequently Asked Questions

Administration

Superintendent	Dr. Mark Penny
Principal	Dr. Al Slusser
Assistant Principal	Dr. Nichole Rothermich

Boone Elementary Mission Statement

Our mission is to teach our school community how to **ROAR** with:

Respect Outstanding Relationships Accountability Responsibility

ARRIVAL & DISMISSAL PROCEDURES

Arrival

- The school day begins at 8:20 a.m. when students are in their seats, ready to learn! Breakfast is served from 8:05 to 8:20. **In order to provide proper supervision, the doors to Boone Elementary will not open until 8:05 a.m.** If you bring your child to school, you may drive around the circle driveway and drop your child off in front of the building. There will be someone to greet your child at the door (inside or outside). Your child will go

immediately to their classroom upon arrival. If your child needs to eat breakfast, he/she needs to report to the cafeteria first.

- Buzz-in security has been placed in all elementary buildings in the District. Boone Elementary doors will be locked at 8:20 a.m. Each day, parents and visitors will need to push the Buzz-in bell for admittance to the school office.
- Students who arrive after 8:20 a.m. will need to be accompanied by an adult and signed in at the office.
- If you want to walk your child into the building in the morning during the first two weeks of school, we ask that you park in the parking lot, walk your child in, and then allow him/her to proceed to the classroom. We ask that, for the safety of all students, parents do not walk to the classroom.

Dismissal

- Students leaving Boone Elementary as car riders will only be allowed to leave with adults that have the proper pick-up tag or adults who can present an ID to verify that they are on the child's list as one of the designated people to pick up.
- Regular dismissal will be 3:20 p.m. for all bus riders. The bus riders are escorted to their respective bus room at this time. **Any transportation changes are to be made before 2:00 p.m. On early release days, any transportation changes are to be made before 12:00 p.m. In case of an emergency, necessary changes after 2:00 p.m. (or 12:00 p.m. on early release days) must be made through an administrator.**
- No student is to be dismissed early except in case of an emergency. No student is to leave school early without checking out through the office. Students leaving early must be signed out in the office by a parent/guardian or a previously designated person. A parent, guardian, or designated person must have identification to check out a student. All visitors are to get a visitor's pass in the office before talking to a student.
- **Important:** Your child should know where you are and if you will be home to receive him/her at the close of the school day or in the case of an early dismissal or emergency.

Library/Accelerated Reader Program

The library is an excellent source of reading and resource materials for students. The library book collection is continually updated and students are encouraged to check out materials.

Accelerated Reader is a program designed to accelerate the reading levels of students by motivating them to read more often. Research shows that students' reading levels will improve if they are given the time to read independently every day and if they are provided with books that they can read with an 80% accuracy rate. Accelerated Reader provides these two pieces. All of the students at Boone are given a computerized reading assessment called the STAR test. We now know every child's reading grade equivalent. This information will be used to help the students select appropriate books for their reading level. After the students read the books, they take a quick comprehension quiz on the computer about the book. They are then awarded points for their success rate. These points will be used as part of a reward system.

Please understand that this program does not replace the normal reading instruction that is taking place in the classroom. Accelerated Reader is a program in addition to the regular instruction. This means your child is receiving at least another 20 minutes of reading every day!

Students will not be allowed to check out a book if they have lost or damaged a book. In the case of a lost or damaged book, the student will be required to pay for the book in order to check out again.

RULES AND CONSEQUENCES
“ROAR with All Four”

1. **RESPECT**
2. **OUTSTANDING RELATIONSHIPS**
3. **ACCOUNTABILITY**
4. **RESPONSIBILITY**

RESPECT	What Does It Look Like?
In Classrooms	Determined by teachers and students together at the beginning of the school year
In Line	Walk with hands behind back or by your side Voices are OFF Stay in line with your class Treat all artwork on the walls as your own
In the Cafeteria	Sit facing the table Listen to adults Raise hand for assistance No sharing or touching others' food Talk quietly with your “square” friends Be patient
At Recess	Include everyone Encourage others to make the right choices Get help from an adult when needed Listen to adults Follow playground rules
On The Bus	Follow the bus driver's directions Talk quietly with your seat partner Clean up your area
Assemblies	Listening positions

	Follow procedures
Bathrooms	Allow for the privacy of others Clean up after yourself Go in first available stall

OUTSTANDING RELATIONSHIPS	What Does It Look Like?
In Classrooms	Listen when others speak Smile at your classmates Use appropriate body language (No negative gestures or eye rolling)
In the Cafeteria	Talk quietly with your “square” friends Listen to adults
At Recess	Include everyone Encourage others while playing a game Be a good sport
On the Bus	Talk quietly with your seat partner

ACCOUNTABILITY	What Does It Look Like?
In Classrooms	Complete the assignment Stay focused Participate Do your homework Stay organized Follow directions Listen to teachers and staff members Monitor your own behavior

<p>In Line</p>	<p>Walk with hands behind your back or by your side Voices are OFF Stay in line with your class Follow expectations even when an adult is not present Monitor your own behavior</p>
<p>In the Cafeteria</p>	<p>Stay in seat facing the table Keep area clean Eat using good manners Follow procedures Listen to the adults Monitor your own behavior</p>
<p>At Recess</p>	<p>Encourage others to do the right thing Get help from an adult when needed Follow playground rules Use equipment appropriately Clean up equipment as directed Monitor your own behavior</p>
<p>On the Bus</p>	<p>Sit facing the front of the bus (seat to seat, back to back) Feet are on the floor Talk quietly with your seat partner Follow the bus driver's directions Clean up your area Monitor your own behavior</p>
<p>Bathrooms</p>	<p>Wash your hands with water and one pump of soap Clean up after yourself Monitor your own behavior</p>

RESPONSIBILITY	What Does It Look Like?
In Classrooms	Complete the assignment Stay focused Participate Do your homework Stay organized and on task Follow directions Listen to teachers and staff members Monitor your own behavior Listening positions Ask and answer questions Study
In Line	Walk with hands behind your back or by your side Voices are OFF Stay in line with your class Follow expectations even when an adult is not present Monitor your own behavior
In the Cafeteria	Stay in seat facing the table Keep area clean Eat using good manners Follow procedures Listen to the adults Monitor your own behavior
At Recess	Encourage others to do the right thing Get help from an adult when needed Follow playground rules Use equipment appropriately Clean up equipment as directed Monitor your own behavior

On the Bus	Sit facing the front of the bus (seat to seat, back to back) Feet are on the floor Talk quietly with your seat partner Follow the bus driver's directions Clean up your area Monitor your own behavior
Bathrooms	Wash your hands with water and one pump of soap Clean up after yourself Monitor your own behavior

SCHOOL-WIDE PROCEDURES

Listening Position:

- On your bottom
- Voices OFF (silent)
- Active listening
- Hands folded
- Eyes on speaker

Quiet Sign:

- 4 fingers in the air (ROAR with all 4 has two meanings: Respect, Outstanding Relationships, Accountability, and Responsibility as well as monitoring hands, feet, eyes, and mouth.)

Common Language:

- Were you **ROAR**ing? If not:
 - How were you not showing Respect, Outstanding Relationships, Accountability, or Responsibility?
 - How will this look next time? (practice appropriate response with student)

Setting the Expectations:

- The first week of school will consist of lessons and practice of expectations.
- Boot Camps after winter and spring break to remind students of the expectations.

Discipline Levels:

- Chill Seat (located in each classroom for students to voluntarily move themselves to monitor their own behavior; not a form of discipline)
- Safe Seat (located in each classroom)
- Focus Room (a predetermined neighboring classroom)
- Office

Cafeteria:

- Walk in straight, quiet, single-file lines.
- Follow red or blue paw prints through the lunch line (your class will always follow the same color.)
- No climbing on or around the rails.
- Merge and wait patiently to turn in lunch card.
- Go through salad bar lines, picking the side with the shortest line.
- Go to the front side of the dressing table.
- Find a seat by filling in your assigned tables starting at the windows. Fill one table completely before starting to sit at the next table.
- Talk quietly with your “square” friends. (Square friends are your neighbors directly to the left, right, diagonal, and front of you.)
- The last three minutes of lunch time will be silent to allow students to finish eating and to clean up the area.
- Follow in a single-file line to the trash cans when dismissed.
- Dump trays as directed.
- Line up in assigned area silently.

Recess:

- Use balls only for the activity for which they were designed. (Two footballs, two basketballs, two soccer balls, and three four-square balls will be available during each recess.)

- Soccer balls are only allowed to be kicked on the dirt field. No other balls may be kicked.
- Recess “Safe Seat” will be the students walking the square by the second grade classrooms.
- Teachers will provide the recess paraprofessional with a list of the students who owe time, including the amount of time they owe.
- The class whose teacher has duty will clean up the equipment. There will be a container for the balls and hangers for the jump ropes.
- Umbrellas will be utilized on weather permitting days to provide shade for students.
- Trash cans are on the playground to help keep our school clean.
- If a ball goes over the fence, it stays out there until the next recess. Paraprofessionals will NOT be going to retrieve the balls during that recess.
- The PE teacher will teach the appropriate rules for soccer, basketball, and four-square at the beginning of the school year. These rules will be the same for everyone and will be followed so the expectations are clear.
- Swings
 - Students must swing straight at all times.
 - Students may not stand in the swings.
 - Students may not jump from the swings.
 - Only one student may be in a swing at a time.
 - Students may not twist the swings.
 - Students may not run under the swings when the swings are in motion.
 - Students may not push other students on the swings.
- All students are expected to go outside for recess as weather permits. Appropriate clothing is to be worn according to weather conditions. A student must have a written or medical excuse for an extended excuse from recess.
- Whistles will be used to assist in keeping order and lining up.
 - 1st whistle = Freeze
 - 2nd whistle = Put equipment away and line up
 - 3rd whistle = Silent
- Broken Rules during recess:

- 1st time = Warning
- 2nd time = Safe Seat (walking the square) and no use of that equipment (ball, swings, etc.) the following day
- 3rd time = Office

Bus Rooms:

- Same behavioral expectations as when students are in line.
- These procedures will be practiced at the beginning of the year.

Assemblies:

- Listening Positions
- Only raise hands when the speaker asks for questions or volunteers.

SCHOOL-WIDE TITLE I

A School-wide program is a comprehensive reform strategy designed to ensure that all students demonstrate proficient and advanced levels of achievement on state academic standard assessments.

A School-wide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. No longer are students or teachers labeled “Title I,” but instead, all students and all teachers at the school use Title I dollars to improve the school’s entire academic program.

A School-wide program is built upon school-wide reform strategies rather than separate, add-on services.

Parent-School Compact
School-wide Title I Reading Program

Learning Compact

Parent

In order to help my child be successful in school, I am willing to:

Read stories to my child.

Listen to my child read books on his or her reading level.

Praise my child when improvement and effort are seen.

Help my child study new vocabulary words learned in the regular classroom.

Encourage my child to write every day.

Make sure my child's attendance at school is a major priority.

Student

I know my education is important to me. I agree to do the following:

Learn new vocabulary that is presented in my class.

Try to read and write every day.

Respect and cooperate with the other students and adults.

Turn completed school work in on time.

Teacher

The teacher understands the importance of the school experience to every student and his/her role as teacher. He or she agrees to do the following:

Be aware of the needs of your child.

Communicate with you regarding your child's progress through phone calls, notes and semester progress reports to you, the parent.

Encourage lifelong learning habits such as organization, locating necessary information, etc.

Provide a relevant and challenging educational program.

Provide an opportunity for you to give input into the development of your child's educational program.

Reading Services Personnel Information

Parents Right to Know

At the beginning of each school year, a participating school district must notify the parent/guardians of each student attending a building that receives reading services funding that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

Qualification of Reading Services Teachers

Beginning with the 2005-2006 school year, each district needed to ensure that all teachers were highly qualified. Staff qualifications for reading services are as follows:

All reading services teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned

Reading services teachers must have Reading Specialist certification or a Master's Degree in Reading

Language arts and math teachers, or those providing tutoring, must have appropriate grade level certification.

Qualifications for Reading Services Paraprofessionals

Districts are encouraged to continue the requirement that all paraprofessionals newly hired have a minimum of 60 semester hours of college credit with a certified transcript on file.

Troy R-3 School District Reading Services staff meets or exceeds the above listed federal requirements.

Missouri Department of Elementary and Secondary Education **No Child Left Behind 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 and 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 to 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 information complaints in a prompt and courteous manner,
4. Notifying the SEA within 15 days of receipt of written complaints,
5. Timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. Disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers, and other members of the general public, provided by the LEA, free of charge, if requested, and,
7. Appealing to the Missouri Department of Elementary and Secondary Education within 15 days decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complaint or the LEA may appeal the decision of the SEA.

Formal LEA Complaints

1. Record: The SEA will record the source, the 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 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 Program 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.

This form needs to be signed by a parent/or guardian and returned to your child's teacher.

***Boone Elementary
Handbook and Field Trip Acknowledgement Form
2022-2023***

Student's Name: _____ Grade: _____

Teacher's Name: _____

I give my permission for my child to attend any field trips at Boone Elementary School for the 2022-2023 school year. I understand that school personnel will attempt to contact me at current numbers that I have provided for the office in the event of a medical or dental emergency. I give school personnel or other adult supervisors permission to transport my child to the nearest medical or dental facility. All school policies and procedures pertaining to emergency situations will be followed.

I have read and understand the section on testing and will support my child's learning in the ways suggested. This includes giving my permission for the educational use of my student's subgroup data. Subgroups designated by the Elementary and Secondary Education Act are as follows: Asian/Pacific Islanders, Black, Hispanic, American Indian, White, Multi-Racial, Free and Reduced Lunch, Limited English Proficiency, and IEP.

I have read and understand the section on School-wide Title I (Qualifications, Parent Right to Know, and Complaint Procedures) and will support my child's learning in the ways suggested.

I have received and read the 2022-2023 Boone Elementary School parent and student handbook.

Signature of Parent/Guardian

Date _____

Signature of Student

Date _____