

Cuivre Park Elementary



Principal - Toni White
Assistant Principal - Dr. Jeannie Harrell
Counselor - Jenna Klein



Cuivre Park Elementary

Mission

Our mission at Cuivre Park Elementary School is to educate the whole child to ensure all students learn at high levels.

Vision

We envision a school in which staff, students and families:

- share a sense of pride within our school and community
- have a deep understanding of what “the whole child” means
- focus on academic and social/emotional goals to ensure all students achieve at high levels

Values

In order to achieve our mission and vision, Cuivre Park Elementary has made the following collective commitments:

- **Be Proactive**
 - create a safe and respectful environment with clear expectations for students and staff
 - use systematic interventions to meet the needs of our students
- **Begin with the End in Mind**
 - consistent communication between parents, students, and staff
 - goal oriented (school,team,staff)
- **Put First Things First**
 - intentionally schedule time to celebrate successes
 - holding each other accountable through collaborative planning and reflection
- **Think Win-Win**
 - problem solving with courage and consideration
 - empower students to lead their own learning
- **Seek First to Understand then to be Understood**
 - empathetic listening towards students and staff
 - set WIGs (wildly important goals) with a focus on essential standards
- **Synergize**
 - building positive relationships between staff, students, and families
 - build on each others strengths and value our differences
- **Sharpen the Saw**
 - practice a well balanced approach to meeting the academic and social emotional needs of our school community (mind,body,heart,spirit)
 - overcome our obstacles with resiliency

Schoolwide Goals

1. K-5 grade level teams will move from 73% of unit WIGs to 85% of unit WIG's met as measured by the end of unit assessments in ELA and MATH.
2. Our students will move from an average of 8 buddy room visits per day to 5 buddy room visits per day as measured by the buddy room referrals form by the end of 1st quarter.

Arrival/Dismissal

- The school day begins at 8:20 a.m. and ends at 3:20 p.m. (**Students not riding buses are not to arrive before 8:00 a.m.**) Car riders will enter through the front doors, while bus riders will enter through the west doors. After arriving at school, all students are to go directly to their classrooms or breakfast. If it is necessary to go elsewhere, each student should go alone after getting permission from the teacher. (As a safety measure, no student is permitted to leave the school grounds once he/she has arrived.) During dismissal (3:20 p.m.), bus riders will exit through the west doors and walk with a staff member to the correct bus. All car riders will gather in the gym, supervised by staff members, while parents remain in their vehicles. If you are picking up a student from Cuivre Park, pull down the pick-up lanes and wait for a staff member to escort each student(s) to their vehicle. (We ask that all adults stay in the vehicle and for each vehicle to have the pick-up tag clearly visible from the front passenger side window. Verification of the adult picking up the student is always necessary. Please have an I.D. readily available.)
- Parents/Guardians are required to notify Cuivre Park Elementary office for any changes if your student will not be riding the bus. **All changes will need to be communicated 24 hours in advance.**
- Students may not ride as a visitor on buses.
- No student is to be dismissed early except in the case of 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. **No student will be dismissed after 3:00 p.m. due to transitions at the end of the day.**

- The school buses leave Cuivre Park at approximately 3:30 p.m. Students may not ride a bus other than their assigned. The student must ride the bus unless the teacher, principal, and the bus driver are advised in writing.
- 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 some other emergency.
- **Cuivre Park students must be accompanied and signed in by an adult if they arrive at school after 8:20 a.m.**

THE LEADER IN ME

The Leader In Me is a school wide leadership-development process for both our students and staff members. It integrates timeless leadership principles into our school curriculum and culture to better prepare our students to meet the future challenges of our ever-changing world. The common language used is built around proven principle-based leadership skills found in Dr. Stephen R. Covey's *The 7 Habits of Highly Effective People*.

The 7 Habits are:

Habit 1: **Be Proactive** · You're in Charge

Habit 2: **Begin with the End in Mind** · Have a Plan

Habit 3: **Put First Things First** · Work First, Then Play

Habit 4: **Think Win-Win** · Everyone Can Win

Habit 5: **Seek First to Understand, Then to Be Understood** · Listen Before You Talk


Habit 6: **Synergize** · Together is Better

Habit 7: **Sharpen the Saw** · Balance Feels Best

School-wide Expectations

Cuivre Park Elementary utilizes The Leader in Me to focus on student ownership and accountability in expectations. Common expectations are listed in the school's matrix below.

Cuivre Park Elementary School Expectations

 GREAT LEADERS KNOW HOW TO....	CAFETERIA	PLAYGROUND	HALLWAYS	BATHROOMS	ASSEMBLIES	CLASSROOMS	BUS	Virtual Learning
Be Respectful <ul style="list-style-type: none"> Use kind words Follow directions Be a good listener 	<ul style="list-style-type: none"> Use your inside voices Use your manners Raise your hand 	<ul style="list-style-type: none"> Include others, be a good sport, and take turns 	<ul style="list-style-type: none"> Walk quietly with hands behind your backs or at your sides 	<ul style="list-style-type: none"> Allow for the privacy of others 	<ul style="list-style-type: none"> Sit quietly and listen to speaker 	<ul style="list-style-type: none"> Listen & follow adult directions Take care of the things you use Treat people and property with care 	<ul style="list-style-type: none"> Use proper language Use classroom level voices Listen to the driver 	<ul style="list-style-type: none"> Listen & follow adult directions Treat people and property with care Take care of the things you use
Be Responsible <ul style="list-style-type: none"> Be proactive – "I'm in charge of me" Admit & accept responsibility for actions 	<ul style="list-style-type: none"> Leave your area clean 	<ul style="list-style-type: none"> Quickly report problems Line up at whistle 	<ul style="list-style-type: none"> Go directly to my destination 	<ul style="list-style-type: none"> Report any problems 	<ul style="list-style-type: none"> Stay in assigned seat Put away all items at start of meeting 	<ul style="list-style-type: none"> Put forth your best effort Be prepared Follow directions 	<ul style="list-style-type: none"> Take all belongings with you Get on and off the bus at your designated spot 	<ul style="list-style-type: none"> Be on time Be prepared Put forth your best effort
Be Safe <ul style="list-style-type: none"> I stay with my group Keep your hands, feet, & all other objects to yourself 	<ul style="list-style-type: none"> Report spills Stay in seat with legs under tables 	<ul style="list-style-type: none"> Use equipment appropriately Play safely and be aware of others 	<ul style="list-style-type: none"> Face forward and walk in a straight line 	<ul style="list-style-type: none"> Walk Wash hands with soap & water 	<ul style="list-style-type: none"> Keep hands & feet to self 	<ul style="list-style-type: none"> Use materials correctly Walk at all times Ask an adult to leave the room 	<ul style="list-style-type: none"> Look at the driver for signals 	<ul style="list-style-type: none"> Use materials correctly Only access classroom or district approved sites
Be Accountable <ul style="list-style-type: none"> Be proactive – "I'm in charge of me" Be a good listener 	<ul style="list-style-type: none"> Pick up trash and throw away Follow directions Stay in your seat 	<ul style="list-style-type: none"> Line up quickly, quietly, and safely Be a problem solver 	<ul style="list-style-type: none"> Move quietly and promptly Stay in your class 	<ul style="list-style-type: none"> Always get in, get out, and get back Wait patiently in line 	<ul style="list-style-type: none"> Line up quietly Eyes on the speaker Listen to the speaker 	<ul style="list-style-type: none"> Listen to teacher Raise hand and wait to be called on Have a "Can Do" attitude 	<ul style="list-style-type: none"> Clean up area Be a problem solver 	<ul style="list-style-type: none"> Listen to teacher Complete all assignments and activities Have a "Can Do" attitude

DISTRICT MISSION: *Trusting Relationships, Superior Instruction*

CUIVRE PARK ELEMENTARY MISSION: *Our mission at Cuivre Park Elementary School is to educate the whole child to ensure all students learn at high levels.*

CUIVRE PARK ELEMENTARY VISION: *We envision a school in which staff, students, and families: 1. Share a sense of pride within our school and community, 2. Have a deep understanding of what "the whole child" means, and 3. Focus on academic and social/emotional goals to ensure all students achieve at high levels.*

Placement Continuum

When early intervention begins, some students may very well feel like they are simply passing through a revolving door between their classroom and the buddy room. If this is the case, a couple of things may be going on. As a staff, we look at the placement of the student. Are we placing the student in the least restrictive environment where the acting out will stop? If returning to class, then we look at the steps required to get back to class. We want to be sure a student can be successful anywhere in a building they are asked to be. Thus, when they are able to own the problem and partner with adults to fix the problem, the process back to class begins. This process consists of the student spending a determined amount of time in each space on the continuum.

Least Restrictive

1. Regular Seat in the Classroom
2. Think Station in the Classroom

3. Grade-Level Buddy Room (teacher supervises the move)
4. Alternate Buddy Room (if needed) (escorted by an adult)

Most Restrictive

5. CORE Room
6. ISS/Focus Room in the Office (escorted by a principal)
7. Home

Information to keep in mind:

- This is not assertive discipline; a student will always be placed in the least restrictive place where the acting out will stop.
- Students will work their way back through the continuum before they will rejoin the school community.

Behavior Actions/Consequence Levels

- Level 1: **Minor infractions such as in-class distractions, following directions, conflicts.** ○ Consequences include but are not limited to loss of recess, parent conference, etc.
- Level 2: **Repeated Level 1 infractions, scuffling/fighting, bullying, theft, dishonesty, property damage, verbal assault, cellular phone misuse, etc.**
 - Consequences include but are not limited to mediation, parent conference, behavior contract, loss of recess, restitution, after school detention, in-school suspension, out-of-school suspension, etc.
- Level 3: **Major threats, bullying, sexual harassment, physical aggression, drug possession, weapons, alcohol possession, cellular phone misuse, etc.**
 - Consequences include but are not limited to after school detention, in-school suspension, out-of-school suspension, and any actions under the Safe School Policy Severe Clause that would require a threat assessment to be conducted.

No code of conduct policy can be expected to list each and every offense that may result in the use of disciplinary action. However, it is the purpose of the code to list certain offenses that, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein or an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, Superintendent, and/or Board of Education.

Counseling Program

Cuivre Park Elementary has guidance and counseling programs to encourage students in the direction of intellectual, social, and emotional growth. The guidance programs are run by Mrs. Jenna Klein include: ● A counselor visits each classroom bi-monthly to teach guidance lessons.

- Small group counseling is available upon request by a parent, student, or teacher. It deals with topics such as anger management, study skills, friendship skills, self-concept, stress management, grief support, or divorce issues.
- Individual counseling is provided as needed. Referrals to outside agencies are made if necessary.
- Students, teachers, and the counselors work together monthly on District character lessons.
- Counseling programs provide opportunities for students to participate in Student Ambassadors and in welcoming new students to our school.
- The counselor is the School Test Coordinator (STC). You may call if you have questions regarding this topic.

- You can also watch for helpful information in the “Counselor’s Corner” section of the monthly parent newsletter
- Appointments may be made with the counselor by calling the school office at (636)462-5218.

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 in completed school work 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 life-long 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.

Missouri Department of Elementary and Secondary Education

No Child Left Behind Complaint Procedures

Reading Services Personnel Information

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 you in a timely manner, the following information:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your students' teacher is teaching under emergency or other provisional statute through which State qualification or licensing criteria have been waived.
- Whether your students' 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 1.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 assigned. If you have any questions, please contact your child's school.

Amy Porter

Director of Federal Programs Lincoln County R3 School District

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

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 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 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 of 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 a 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.



Parents can access the “SISK12 Parent Portal” through the district web page at www.troy.k12.mo.us, or through the app that is available on App Store and Google Play.

THIS IS WHAT IS HAPPENING AT CPE!

CPE Panther Newsletter is sent out monthly during every school year.



CPE Flyers: www.peachjar.com/index.php?a=28&b=138®ion=107520



Type in “Cuivre Park Elementary” to find us!



You can follow us by adding “@cuivreparkelem”
#cpepride

Lincoln County R-III Elementary Handbook Handbook/Field Trip Acknowledgement Form 2022-2023 School Year

This form needs to be signed by the parent/guardian and returned to school ASAP.

STUDENT NAME _____ GRADE _____

Teacher _____

1. I give my permission for my child to attend any field trips with Lincoln County Elementary Schools for the 2022-2023 school year. I understand that school personnel will attempt to contact me at current numbers I have provided to the office in the event my child should require emergency medical or dental care. Should I not be able to be reached, I give school personnel or other adult supervisors my permission to transport my child to the nearest medical or dental facility. All school policies and procedures pertaining to emergency situations will be followed.

Parent or Guardian Signature _____ Date _____

2. 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. 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.

Parent or Guardian Signature _____ Date _____

3. I have received and read the 2022-2023 Lincoln County R-III Elementary School parent and student handbook.

Parent or Guardian Signature _____ Date _____