

***2020-2021
Climax Springs R-IV School
At-Risk
Student/Parent Handbook***

5-30-19



***Caleb Petet, Superintendent
Brandon Jackson, PK-12 Principal***

Climax Springs R-IV Schools

571 Climax Ave., Climax Springs, Missouri 65324-2535

Phone: (573) 347-3905 Fax: (573) 347-9931



Dear Parents/Guardians,

Welcome to Cougar Country! On behalf of the administration, faculty, and staff at Climax Springs R-IV Schools, we wish to extend a very special welcome to each student. Our goal is that all students will succeed through the combined efforts of the community and school. Our school offers a wide variety of educational programs in a safe and appropriate learning environment with a sound educational plan, excellent teachers, staff, and strong patron support.

Besides striving toward high educational achievement, we encourage students to demonstrate the character traits of responsibility, respect for others, trustworthiness, fairness, caring, and good citizenship. Climax Springs R-IV will seek to prepare graduates to enter the world of work and to remain lifelong learners.

The purpose of this handbook is to acquaint our patrons with school life at Climax Springs R-IV School and to provide you with some general information about the school community. It is designed to answer questions and to offer you a better understanding of the philosophy and procedures at Climax Springs R-IV School. The faculty and administration have high expectations for every student. Policies and procedures of the school, as outlined in this handbook, are in place to enhance and further the pursuit of excellence for every student.

We are proud to serve you, and we are looking forward to strengthening our partnership with parents and community. Together, let's be committed to excellence, living with Rigor, Responsibility, Respect, and Doing What's Right and fostering school pride. May we all have a very successful school year!

Mr. Caleb Petet, Superintendent
Mr. Brandon Jackson, PK-12 Principal

Mission Statement

Climax Springs R-IV Schools, in partnership with the community, strives to create an environment where every student is empowered and held accountable, with high expectations in regards to academics, core values, and citizenship.

Vision Statement

Progress, Responsibility, Innovation, Determination, Excellence

DISTRICT GOALS

Climax Springs R-IV students will achieve at proficient levels in order to graduate with the skills and confidence necessary to be successful citizens.

Climax Springs R-IV will attract, develop, and retain quality personnel.

Climax Springs R-IV will provide and maintain appropriate instructional resources, support services, and functional, safe facilities.

Climax Springs R-IV students will create an effective learning environment where teachers, students, parents, and the community are involved and where each has a sense of belonging.

Climax Springs R-IV Board of Education will govern in an effective and efficient manner providing leadership and representation to benefit students, staff, and patrons of the district.

Climax Springs R-IV School District does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission, or access to, or treatment of employment in its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX, or Section 504 including information about the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons may be directed to the Title IX Coordinator/ Superintendent of Schools at (573) 347-2351, Climax Springs R-IV District Office, 571 Climax Avenue, Climax Springs, MO 65324, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

Students eligible for enrollment and participation in any and all classes and activities being offered at his/her grade level with inquiries concerning the application of this policy, grievance procedures, or other matters pertaining to Title IX, Title VI, and/or Section 504 may contact Title IX Coordinator/Superintendent of Schools at (573) 347-2351. Climax Springs R-IV School District, 571 Climax Avenue Climax Springs, MO 65324.

BOARD OF EDUCATION

The Board of Education is a representative body elected by the registered voters of the district. It is the purpose and the role of the Board to exercise general supervision over the school and to ensure that it is maintained as provided by the state statutes, the rules and procedures of the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education, and the policies, rules, and procedures of the district. In addition, the Board is accountable to the electorate, and shall be responsive to the educational needs and the imposed financial constraints of the district. School Board Policies may be found at www.cspringsr4.org and in the Superintendent's Office.

Climax Springs R-IV Board of Education

Josh Wolfe – President
Carly Townsend – Vice President
RaShell Burke- Member
Ashley Butterfield- Member
Michael Cundiff- Member
Daniel Mauss- Member
Justin Wallace- Member
Irene Mauss- Board Secretary

2019-2020 Faculty/Staff Roster

Administration

<i>Caleb Petet</i>	<i>Superintendent</i>
<i>Brandon Jackson</i>	<i>K-12 Principal</i>
<i>Kyla Roberts</i>	<i>Instructional Coach</i>
<i>Ashley Gardner</i>	<i>Instructional Coach</i>
<i>Michelle Oostveen</i>	<i>K-12 Counselor</i>
<i>Tim Thebeau</i>	<i>Sped Ed. Coordinator</i>
<i>Irene Mauss</i>	<i>HR / Bookkeeper</i>
<i>Derek Carnahan</i>	<i>Athletic Director</i>

Faculty

<i>Tanya Willis</i>	<i>HR / Bookkeeper</i>
<i>Tori Frisbee</i>	<i>Pre-K Teacher/PAT</i>
<i>Joene Hayes</i>	<i>Kindergarten</i>
<i>Nicole Morgan</i>	<i>1st Grade Teacher</i>
<i>Lolita Stocks</i>	<i>2nd Grade Teacher</i>
<i>Stephanie Jackson</i>	<i>3rd Grade Teacher</i>
<i>Florence Minor</i>	<i>4th Grade Teacher</i>
<i>Deborah Bowling</i>	<i>5th Grade Teacher</i>
<i>Belinda Cundiff</i>	<i>6th Grade Teacher</i>
<i>Charles Cole</i>	<i>Title I Coordinator</i>
<i>Diane Northington</i>	<i>Mathematics</i>
<i>Charles Collins</i>	<i>Mathematics</i>
<i>Hope Marsh</i>	<i>Social Studies</i>
<i>Joshua Foulk</i>	<i>Elem. Sped Ed. Teacher</i>
<i>Luke Wiersma</i>	<i>English</i>
<i>Angie Madsen</i>	<i>English</i>
<i>Emily Dummer</i>	<i>Family and Consumer Science</i>
<i>Joni Fields</i>	<i>Online/Distance Learning</i>
<i>Maj-Brit Shaw</i>	<i>Ag Education</i>
<i>Madilyn Hartley</i>	<i>Science</i>
<i>MJ Wilson</i>	<i>Art</i>
<i>Janet Bayless</i>	<i>Music/Band</i>
	<i>Library Media Specialist</i>

Staff

<i>Carla Wood</i>	<i>Superintendent's Secretary</i>
<i>Michele Hatmaker</i>	<i>K-12 Administrative Assistant</i>
<i>Jane Wolfe</i>	<i>Guidance Secretary</i>
<i>Darlene Baumhoff</i>	<i>K-12 Nurse</i>
<i>Sharon May</i>	<i>School to Home Liaison</i>
<i>Wayne McCombs</i>	<i>Elem. Sped. Ed. Aide</i>
<i>Patricia Hodges</i>	<i>Para-Educator</i>
<i>Rhonda Wolfe</i>	<i>Para-Educator</i>
<i>Katherine Long</i>	<i>Para-Educator</i>
<i>Mandie Hammond</i>	<i>PK- Aide</i>
<i>James Butterfield</i>	<i>Coach</i>
<i>Renee Flowers</i>	<i>Coach</i>
<i>Ron Rhodes</i>	<i>Coach</i>
<i>Laura Jost</i>	<i>Food Service Director</i>
<i>Cheryl Sunderman</i>	<i>Food Service</i>
<i>Jordan Hanson</i>	<i>Maintenance/Custodian</i>
<i>Jill Lakey</i>	<i>Maintenance/Custodian</i>
<i>Dirk Oostveen</i>	<i>Maintenance/Custodian</i>

Transportation

<i>Chris Kerr</i>	<i>Transportation Director</i>
<i>Christina Jinks</i>	<i>Bus Driver</i>
<i>Mike Hendee</i>	<i>Bus Driver</i>
<i>Glenda Lang</i>	<i>Bus Driver</i>
<i>William Walker</i>	<i>Bus Driver</i>
<i>Melissa Giboney</i>	<i>Bus Driver</i>
<i>Tanya Fletcher</i>	<i>Bus Aide</i>

2019-2020 School Calendar

July						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
				13	9	

September						
Su	M	Tu	W	Th	F	Sa
1	X	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	X	21
22	23	24	25	26	27	28
29	30				20	19

October						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
				23	21	

November						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	X	X	X	30
				18	17	

December						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	X	X	X	X	X	28
29	X	X			15	14

January						
Su	M	Tu	W	Th	F	Sa
			X	X	X	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	X	21	22	23	24	25
26	27	28	29	30	31	
				19	18	

February						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	X	8
9	10	11	12	13	14	15
16	X	18	19	20	21	22
23	24	25	26	27	28	29
				19	18	

March						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31			22	20

April						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	X	11
12	X	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
				20	20	

May						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				11	11

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Date	Event
Aug. 12	First day for teachers
Aug. 15	Back to School Night
Aug. 20	First day for Students
Sep. 2	Labor Day
Sep. 17&19	Parent Conference
Sep. 20	No School
Oct. 11	Professional Development
Oct. 18	End of 1st Quarter
Oct. 25	Professional Development
Nov. 8	Professional Development
Nov. 27-29	Thanksgiving
Dec. 6	Professional Development
Dec. 19&20	Finals
Dec. 23	Start of Christmas Break
Jan. 6	First Day of 3rd Quarter
Jan. 20	MLK Day
Jan. 31	Professional Development
Feb. 4&6	Parent Conference
Feb. 7	No School
Feb. 17	Presidents Day
Mar. 12	End of 3rd Quarter
Mar. 13	Professional Development
Mar. 27	Professional Development
Apr. 10	Good Friday
Apr. 13	No School
May 14&15	Finals
May 16	Graduation

4	Hours per half day
6.67	Hours per full day
2	Total early out days
180	Teacher days
167	Student days
1108.55	Total hours for students
1104	Target

CLASSIFICATION OF "AT RISK" STUDENT

1. "Academic" At Risk Students- behind grade level due to retention or excessive failing grades. These students may not exceed their peers of the same age group in grade level, unless they are at risk of dropping out or as deemed necessary by the administration and with Board approval.
2. "Behavioral/Emotional/Social" At Risk students- They will do 100% of the work and be eligible for 100% of the grade. They will not be allowed early graduation more so than any regular education student. (They may use PLATO but will be expected to do all of the course work, if they complete it early will have to fill the required 16 weeks of instruction per semester course before moving on to other courses. PLATO may be used; however, the student will be expected to complete all of the course work. If work is completed early, the student will be required to fill a full 16 weeks in.)
3. Homebound/other (as deemed necessary by administration) - Students may be located in Alternative setting. Placement will be decided by the administration on a case by case basis, as is determined in the best interest of the individual student. This may be due to the homebound status being attained as part of a 504 or other medical reasons.
4. Schedules for At-Risk students may look different than a regular education schedule. At-Risk students may be given courses that are specifically designed for the At-Risk students.

ATTENDANCE

In order to garner maximum benefit from the instructional program, all students are expected to attend school regularly and to be on time. Regular attendance is extremely important to success in school and in life. Each student is expected to attend school every day except when illness, injury, or some other condition beyond his/her control prevents attendance. Frequent absences, for any reason, can almost guarantee difficulty and lower achievement in class work.

Attending school regularly is directly related to developing good habits of punctuality, self-discipline, responsibility, achieving higher grades, enjoying school more, and becoming a more valued employees after leaving high school. Students are permitted a maximum of nine (9) absences per semester per class. In following board policy JED and its procedures, a student who has ten (10) or more absences in a class will have their grade reduced. Parents will be informed by letter after the 3rd, 5th, and the 7th absences for the semester. The principal meets with the attendance committee each grade check period to review student attendance for these students exceeding 5 absences.

A district attendance committee shall consist of the counselor, the principal, the athletic director, and the student's staff mentor. If a student reaches ten (10) days of absences per semester, the school will be obligated to contact the Division of Family Services to report educational neglect. Grade reductions will occur after the following number of days missed:

<i>Absences (Per Class)</i>	<i>Grade Reduction</i>
<i>10</i>	<i>4% Grade Reduction</i>
<i>11</i>	<i>8% Grade Reduction</i>
<i>12</i>	<i>16% Grade Reduction</i>
<i>13</i>	<i>32 % Grade Reduction</i>
<i>14+</i>	<i>50 % Grade Reduction</i>

Absences: A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by Board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

Any student who is suspended from school for a disciplinary problem for any number of days will be marked absent. Students who have been placed on OSS will be allowed to complete work during the period of their suspension. In addition, those days will not be counted against the days permitted in the attendance policy.

It is the responsibility of the student to contact each teacher about making up work.

Tardy Policy:

If a student arrives at school late, then he/she shall report to the Principal's office. The ALL-SCHOOL definition of tardy is: Students must be in assigned area when the bell begins to ring and shall have all books and materials necessary for the class. Students will be allowed 2 tardies before disciplinary action takes place. After receiving their 3rd tardy, the student will be sent to the principal's office and will be assigned Wednesday school. A 4th tardy will result in 1 day of ISS. A 5th tardy will result in 3 days of ISS. Tardies in excess of 4 will be referred to the principal for insubordination. If a student reports to class 14 minutes or less late to class, they will receive a Tardy. If the student is 15 minutes or more late to a class, they will be counted absent for that hour.

This is on a per class basis and will be recorded and monitored by the classroom teacher. NOTE: There will be (4) minute breaks between classes.

The tardy policy is based on each academic Semester. Therefore, at the conclusion of each Semester, the slate is wiped clean for the beginning of the next Semester.

CURRICULUM

In most cases, students will be placed in the online curriculum (Edmentum). Edmentum allows for the alternative or homebound instructor to abbreviate coursework as deemed ethical according to stated policies. When not working with Edmentum, students will work on satellite courses and/or alternative projects that are approved by administration. We will assure adequate concentration on courses to build student knowledge in all the required subjects. Since most of the curriculum is via the internet on Edmentum, text books will serve as a supplemental resource. Students will be required to bring their district assigned netbooks and chargers daily, netbooks should be charged prior to arriving at school.

Assignment Policy: In the event a student falls behind he/she may be required to work at home, the assignment will be due the next session. Plato courses vary in rigor and will be adjusted accordingly to maximize student's ability to succeed. Knowledge will remain our focus at all times. The idea is to learn how to learn, and apply one's self.

Retake Policy: Plato is transparent and requires a reset once a test has not met the minimum score required. If the required score is not met after the second reset the student will be required to redo the assignments leading up to that test.

Condensed Curriculum: Some students will have modified curriculum. Grades may be designated as Pass or Fail and will not factor into the class ranking of their peers in the regular educational setting. Grades received at the alternative school will not factor into the class ranking.

EXPECTATIONS

Four P's for success, students must be all four = Present, Prepared, Participating, and Polite. **Behavior Policy:** Safe seat, buddy room, think sheet do not necessarily apply in the alternative school setting. Those who fail to put forth effort and comply, will be referred to administration. First offense may result in Out of School Suspension (OSS), and possible Long Term Suspension (LTS). Subsequent offenses will be comprehensive. Any consequence in excess of ten days will result in a referral to the Superintendent for Long Term Suspension (LTS).

GENERAL INFORMATION

Camera Surveillance: In order to ensure a safe educational environment, the district is under camera surveillance, and film footage may be used in the enforcement of school district policies.

Care of School Property: School property is public property. Each student is responsible for all books and equipment issued. If a book or piece of equipment issued to the student is misplaced, stolen, or damaged, the student will be required to pay for each item on a replacement cost basis.

Cell Phone/Electronics: Cell phones and other forms of electronic entertainment are not allowed in the alternative school setting without administration approval. Headphones/earbuds will not be allowed for personal use, district headphones maybe issued by the instructor for course work only. Headphones/earbuds will be checked-out by the instructor and checked-in daily or if finished prior.

Early Graduation: Early graduation will comply with regular handbook policies/expectations unless administration deems it otherwise a necessity for student based on circumstances for the individual needs in conjunction with Board approval.

Grades: When transferring from regular setting to alternative setting the student's grade will stop the last day they were in the regular classroom setting. In most cases they will be removed from the regular education teacher's roster. The grade is recorded in the transcript of the student, as of the last recorded regular education term.

Guidelines to Return to Regular Education Setting: In most cases being a part of the alternative school is a permanent arrangement for 9-12 students enrolled at Climax Springs R-IV. Exceptions may include: enrollment was based on academic deficits that have resolved, as deemed necessary by the administration for extenuating circumstances, behavioral reasons that lead to enrollment. Therefore, voluntary enrollment in alternative school should not be taken lightly, and students must meet certain criteria to attend.

Messages to Students: In order to ensure classroom interruptions are kept to a minimum, please limit telephone messages when at all possible. Telephone messages from anyone other than a student's parent/guardian will not be accepted.

Prerequisites to Attend: Excessive disciplinary infractions resulting in numerous and/or long-term suspensions, academic deficits, academic at-risk students and social emotional at-risk students, and possibly others as deemed necessary by Climax Springs R-IV administration.

Safety Procedures: Doors are locked at all times, we will review the tornado, fire and intruder drills each month. Visitors are not allowed in the building unless they are with administration or approved by administration.

District policies: All district policies outlined in the student handbook and Board of Education policies will be followed by all at risk students.

PARENT/GUARDIAN AGREEMENT FORM
Please initial, sign and return to the school office.

*Please fill out and return to the principal.

I (Parent or legal guardian), _____ understand that my child, _____ will attend school in an alternative school setting. It is understood and has been explained that the alternative setting has a different set of requirements and a separate syllabus/handbook of expectations. Parent and student understand the stricter expectations, which are mentioned, and understand that as an alternative school student the rules and consequences for misbehavior are fully applicable to him/her.

In signing this document, it is further understood that this arrangement could mean an accelerated curriculum which may make it possible for my child to graduate early, and therefore not necessarily with his/her own class. However, that is not always the case depending on the reasons for my students' admission to alternative setting.

My child is classified as "at risk" under the following category _____. As such, in signing I am agreeing that I understand all policies and procedures relating to the alternative school setting and are in agreement that it is in my child's best interest.

Lastly, I and my child understand in signing this document, that cell phones and head phones are not allowed. The alternative school location and phone lines are restricted for student and parent alike. This is for the sake of safety and security, as well as to protect the integrity of the learning environment. As a result, the school itself will be the only means of contact with my child.

Parent Signature: _____

Print: _____ Date: _____

Student Signature: _____

Print: _____ Date: _____

Administrators Signature: _____ Date: _____

*Signing above letter does not indicate agreement with terms, only that the parent or guardian is aware of the policies and procedures as they apply to their child. Refusal to sign will not impact or change the placement of a student deemed to be most successful in alternative school setting by school officials.