

# SECTION II

## SIKESTON R-6 SCHOOLS

### DISTRICT INFORMATION

[www.sikestonr6.org](http://www.sikestonr6.org)

(Copies of Board Policies may be located on the district website or at any administrative office.)

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## **MISSION STATEMENT**

The mission of the Sikeston R-6 School District is to provide a comprehensive, quality education for all students.

## **PHILOSOPHY OF EDUCATION**

Sikeston R-6 believes the purpose of education is to prepare students to be successful, life-long learners in an ever-changing society. All students will be provided the opportunity and motivation to develop academically, mentally, emotionally, socially, culturally and physically to their fullest extent. We further believe schools should foster honesty, citizenship, self-esteem and respect for the rights of others.

## **THE RED AND THE BLACK**

The School Song is “The Red and the Black”. Students and parents should stand attentively and respectfully when the song is sung or played.

There’s a school in South Missouri  
That is known throughout the State;  
She’s a school of highest credit;  
None other half so great;  
We shall never cease to love her  
Nor honor shall she lack;  
As we go to dear old Sikeston  
‘Neath the RED AND THE BLACK!!!

Through the four long years of high school  
Midst the scenes we love so well;  
White the mystic charms of knowledge  
We vainly seek to spell;  
Or we win the athletic victories  
On football field or track,  
As we go to dear old Sikeston  
‘Neath the RED AND THE BLACK!!!

Now in football she’s a leader  
Her boys are quick enough;  
She has shown the reams of Charleston  
And also Poplar Bluff;  
She’s the best team in Missouri  
Nor rooters shall she lack  
As we go to dear old Sikeston  
‘Neath the RED AND THE BLACK!!!

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP)

The CSIP Committee met Thursday, September 29, 2016. A review of existing data was conducted. The prior year plan's goals were reviewed and it was determined the district had met all goals except the academic achievement goal. Following this activity, the committee divided into groups by roles of the individuals attending. Each group was asked to discuss the review of data and recommend one academic goal and one additional goal. These goals were reviewed and overall goals listed below were developed through discussions of the recommended goals from the individual groups.

### Goal 1 – Academic Achievement

Academic Achievement will improve in a majority of grade level & subject areas.

**Measure:** Goal 1 will be met if the percentage of students scoring basic or below basic decreases by 10% on the state MAP assessment. (See tables below.)

ELA	2016 RESULTS	GOAL	MAP Results
3 <sup>RD</sup>	50.6	55.6	
4 <sup>TH</sup>	54.3	58.9	
5 <sup>TH</sup>	44.8	50.4	
6 <sup>TH</sup>	40.7	46.7	
7 <sup>TH</sup>	38.5	44.7	
8 <sup>TH</sup>	47.4	52.7	
English I	50.4	55.5	
English II	73.4	76.1	

MATH	2016 RESULTS	GOAL	MAP Results
3 <sup>RD</sup>	38.4	44.6	
4 <sup>TH</sup>	35.2	41.7	
5 <sup>TH</sup>	39.9	45.6	
6 <sup>TH</sup>	33.3	40.0	
7 <sup>TH</sup>	28.0	35.2	
8 <sup>TH</sup>	35.1	41.6	
Algebra I	71.7	74.6	
Algebra II	55.8	60.3	
Geometry	30.7	37.7	

SCIENCE	2016 RESULTS	GOAL	MAP Results
5 <sup>TH</sup>	30.3	37.3	
8 <sup>TH</sup>	36.8	43.2	
Biology	57.2	61.5	
Physical Science	20.0	28.0	

SOCIAL STUDIES	2016 RESULTS	GOAL	MAP Results
American History	23.6	31.2	
Government	61.6	65.5	

**Action Steps:**

<b>Item</b>	<b>Description</b>	<b>Person(s) Responsible</b>
1	Continue Math Academy for interested teachers	Math Instructional Coaches
2	Vertically Align ELA Learning Targets.	Chief Academic Officer
3	Review State Standards and revise curriculum to align to new standards.	Chief Academic Officer/Academic Principals
4	Review and report Math Benchmark results on a quarterly basis.	Chief Academic Officer
5	Conduct Beginning Teacher Support professional development with teachers new to the profession and 2nd year teachers with quarterly follow-up meetings	Chief Academic Officer
6	iLead Teams will be continue meeting and planning at Senior High and Junior High with specific targeted professional development for the purpose of incorporating technology into instruction.	Instructional Technology Coaches
7	Begin adding activities to the district curriculum (BYOC)	Teachers
8	Continue implementation of Professional Learning Communities at Junior High, 5th & 6th Grade Center, Southeast Elementary, and Matthews Elementary.	Academic Principals
9	Continue participation in the Collaborative Learning Grant at Junior High, 5th & 6th Grade Center, Matthews Elementary, and Kindergarten Center	Academic Principals
10	After school tutoring will continue at Southeast Elementary and Matthews Elementary and begin at Lee Hunter Elementary as implemented through a partnership with community groups and the individual schools.	Principals
11	Explore the possible expansion of standards-based instruction to 2nd grade.	Chief Academic Officer
12	Continue Guided Reading Program at Kindergarten Center	Academic Principal
13	Revise Writing plans at Kindergarten-4th Grade	ELA Instructional Coaches
14	Implement Zearn math program in grades K-6.	Teachers

**Goal 2 – Professional Development**

Professional Development will be conducted for teachers to address needs of students with special needs.

**Measure:** Goal 2 will be considered met if Professional Development for individual teachers who have students with specific, special needs is provided and if PD for inservices that will address overall needs of students with special needs is conducted.

### Action Steps:

Item	Description	Person(s) Responsible
1	Select committee to discuss professional development needs to address the goal.	Chief Academic Officer
2	Schedule professional development during inservice times to address committee concerns.	Chief Academic Officer
3	Identify special need concerns that specific teachers have and conduct training and Professional Development for these teachers	Chief Academic Officer/Assistant Superintendents/Principals
4	Brainstorm with the committee how to support teachers with high-need special needs students.	Chief Academic Officer

### Goal 3 – Facility Needs

Facility needs will be identified and addressed.

**Measure:** Goal 3 will be considered met through the development of a plan which includes clearly identified facility needs and a plan to address these needs.

### Action Steps:

Item	Description	Person(s) Responsible
1	A plan will be development to address building needs.	Superintendent/Board of Education
2	Public meetings will be held to seek input concerning building needs.	Superintendent/Board of Education.

### Goal 4 – Differentiated Alternative Education Programs

Student academic opportunities will be revised to include offering more non-core course offerings, increased differentiation, more focus on career and technical education, and specific instructional offerings for students who are above and below grade-level.

**Measure:** Goal 4 will be considered met if alternative programs are developed.

### Action Steps:

Item	Description	Person(s) Responsible
1	Needs for differentiation and alternative programs will be determined.	Chief Academic Officer
2	Alternative programs will be discussed and developed through discussions with administration and teachers.	Chief Academic Officer

### **Goal 5 – Instructional Strategies**

Teachers will increase use of student-centered instructional strategies

**Measure:** Goal 5 will be considered met if Indicator 1.2 from the teacher evaluation system shows an increase score.

#### **Action Steps:**

<b>Item</b>	<b>Description</b>	<b>Person(s) Responsible</b>
1	Students will be shadowed by administrators and teachers to develop better understanding of student instruction.	Chief Academic Officer
2	Student instructional needs will be assessed and professional development planned to meet the needs of teachers.	Chief Academic Officer

### **Goal 6 – Citizenship**

Student respect for others and use of manners will demonstrate improvement.

**Measure:** Goal 6 will be considered met if a majority of buildings report improvement based on survey data.

#### **Action Steps:**

<b>Item</b>	<b>Description</b>	<b>Person(s) Responsible</b>
1	Respect and manners will continue to be stressed at each building through building programs.	Chief Academic Officer
2	A district Positive Behavior Support committee will be formed.	Chief Academic Officer

**2016 CSIP Committee Members:**

<p>Heather Aldrich – Lee Hunter Teacher          Jeremy Algood – Junior High Teacher          Hadeel Alkilani – Parent          Raghad Alkilani – Student          Steve Bays – High School Principal          JoAnna Blissett – Parent          Zaria Blissett-Hall – Student          Lori Boardman – Business Director          Marisa Bowen – Community Member          Mike Brown – Building &amp; Grounds          Sarah Carbaugh – Kindergarten Academic Assistant Principal          Garrett Cooper – High School Teacher          Lynn Crader – Assistant Superintendent/Special Services Director          Scott Crumpecker – Board of Education          Bethany Day – 5<sup>th</sup> &amp; 6<sup>th</sup> Grade Center Teacher          Abbie Edwards – Instructional Technology Coach          Gregory Foote – Parent          Kellee Foote – Parent          April Gilbert – Kindergarten Teacher          Jodi Glidewell – Jr. High Academic Assistant Principal          Crystal Hartzog – Matthews Elementary Academic Principal</p>	<p>Shannon Holifield – Assistant Superintendent/Human Resources Director          Chad King – High School Assistant Principal/Career and Technology Center Director          Carol Lewis – Community Member          Pam Lowe – SCTA President          Eddie Lowrey – Technology Director          Rhonda Mitchell – Parent          Tiffany Morgan – High School Academic Assistant Principal          Rodney Pensel – 5<sup>th</sup> &amp; 6<sup>th</sup> Grade Center Academic Principal          Kim Pinkard – Lee Hunter Elementary Principal          Kathy Porter – Alternative School Teacher          Ginger Schwab – Matthews Elementary Teacher          Kylie Sexton – Parent          Robyn Sitzes – Parent          Sarah Sloan – Southeast Elementary Teacher          Frank Staple – Jr. High Principal          Ashley Tanksley – Southeast Elementary Academic Assistant Principal          Amy Thompson – Parent          Jeff Williams – Alternative School Principal          Tom Williams – Superintendent</p>
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**Additional District Information may be found at the following resources:**

- Sikeston Curriculum – [sikeston.buildyourowncurriculum.com](http://sikeston.buildyourowncurriculum.com)
- SPS Professional Development Plan - [https://s3.amazonaws.com/scschoolfles/1026/pd\\_plan\\_book\\_2016-2017.pdf](https://s3.amazonaws.com/scschoolfles/1026/pd_plan_book_2016-2017.pdf)
- SPS District Assessment Plan - [http://www.sikestonr6.org/123396\\_2](http://www.sikestonr6.org/123396_2)
- SPS district website – [www.sikestonr6.org](http://www.sikestonr6.org)
- SPS Twitter - [@SPSR6](https://twitter.com/SPSR6)
- SPS Facebook - <https://www.facebook.com/SikestonR6Schools>
- SPS YouTube Channel - [https://www.youtube.com/channel/UCoQr3SNulx3\\_-P-S4Qpepkw](https://www.youtube.com/channel/UCoQr3SNulx3_-P-S4Qpepkw)

## **STUDENT DRESS**

Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will follow health, sanitary and safety standards.
2. All students must wear shoes, boots or other types of footwear.
3. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.
4. Clothing that promotes or elicits illegal behavior or that is vulgar will not be permitted.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a manner that does not promote disruptive behavior.

## **STUDENT FIELD TRIPS**

Student participation will require permission in writing from the parent(s) or guardian(s) prior to the field trip.

## **STUDENT INSURANCE**

Student accident insurance may be purchased for a minimal cost. Information is available in the Principal's office.

## **PERMANENT RECORDS**

A cumulative folder for every student in our school is on file in the office. This record consists of a scholarship section which indicates the courses taken and grades received. The permanent record also contains information on attendance, tardiness, test records, co-curricular activities, honor awards, and other pertinent data. In order to transfer permanent record information to other persons, agencies, or institutions, the student and/or the parents must give written permission to Sikeston R-6 Schools.

## **NOTIFICATION OF SCHOOL CLOSINGS**

School closings will be announced on KFVS TV and SPS12. In addition, District's social media and automated phone system will be used to communicate closings.

## **FLOWER DELIVERIES**

To prevent the disruption of instructional time, the District prohibits individuals sending deliveries to students during the school day.

## **CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES**

When parents of a student are estranged, separated or divorced, school personnel will uphold the parents' rights. Both parents have the right to the following: view the child's school records; receive school progress reports; visit the child briefly at school; and participate in conferences. The only exception is when a court order (provided by the custodial parent and on file in the school office) restricts any of the above rights of the non-custodial parent.

The parent with whom the student resides is known as the custodial parent unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

While both parents may visit the student at school, only the custodial parent has the right to remove the child from school property. Only a verified note from the custodial parent will be cause for exception to this provision. If school personnel anticipate a possible student abduction (by the noncustodial parent or any other person), law enforcement officials will be notified.

The custodial parent has the responsibility to:

- a. Inform the school/office as to the address of residence and how he or she may be contacted at all times.
- b. Provide a copy of any legal documents that restrict the rights of the non-custodial parent.

The non-custodial parent is to inform the school office of the telephone number and address where he or she may be contacted regarding the student.

In the event both parents have joint legal and physical custody, then both parents shall have the right to go and view the child's school records; receive school progress reports; visit the child briefly at school; participate in conferences; and remove the child from school property. It shall be the responsibility of the parents to inform the school of any change in the joint legal and physical custody order and how each parent may be contacted at all times. Both parents shall also be responsible for providing a copy of the current governing legal documents that set forth joint legal and physical custody to the school.

## **HOTLINE TELEPHONE NUMBER**

You have the power to keep our school Drug-Free and Safe. Let us know ANONYMOUSLY when you witness any illegal activity that threatens our school. CALL the Safe School Helpline at 1-800-418-6423 Ext. 359.

## **ASBESTOS REGULATIONS**

Sikeston R-6's buildings have been re-inspected as required by Federal and State regulations for asbestos. Sikeston R-6 School Management Plan, which includes detailed information on the removal and repair of any asbestos, is available at the office of the Building and Grounds Director.

## **SEVERE WEATHER, FIRE, EARTHQUAKE AND INTRUDER DRILL INSTRUCTIONS**

Various Safety Drills are conducted throughout the school year. Each room will have instructions posted. Notification to move to protective areas will be by signal and public address system. Teachers will escort students to assigned areas.

### ***Earthquake Safety for Missouri's Schools***

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston,

Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves?

Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

Eliminate Hazards

- Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.
- Bolt bookcases, china cabinets and other tall furniture to wall studs.
- Install strong latches on cupboards.
- Strap the water heater to wall studs.

### Prepare a Disaster Supplies Kit for Home and Car

- First aid kit and essential medications.
- Canned food and can opener.
- At least three gallons of water per person.
- Protective clothing, rainwear, and bedding or sleeping bags.
- Battery-powered radio, flashlight, and extra batteries.
- Special items for infant, elderly, or disabled family members.
- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)
- Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

### Know What to Do When the Shaking BEGINS

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

### Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it is leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website [http://www.redcross.org/services/prepare/0,1082,0\\_241\\_,00.html](http://www.redcross.org/services/prepare/0,1082,0_241_,00.html), Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

## **PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS**

The Sikeston R-6 Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

### ***Parent/Family Involvement Goals and Plan***

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
  - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.

- ▶ Providing access to educational resources for parents/families to use together with their children.
  - ▶ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
  4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
  5. Perform regular evaluations of parent/family involvement at each school and at the district level.
  6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
  7. If practical, provide information in a language understandable to parents.

### ***Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs***

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

### ***Title I Program Parent Involvement***

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements, when applicable.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any

racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

### ***Migrant Education Program Parent Involvement***

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

### ***Limited English Proficiency Program Parent Involvement***

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

### **Policy Evaluation**

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

Adopted: 05/10/1994  
Revised: 05/22/2003; 02/14/2006

## **PROGRAMS FOR HOMELESS STUDENTS**

The Sikeston R-6 Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

### **District Liaison for Homeless Children and Youths**

The Board designates the following individual to act as the district's liaison for homeless children and youths (district liaison):

Assistant Superintendent for Special Services  
Board of Education Office  
1002 Virginia Street  
Sikeston, MO 63801-3347  
Phone: 573-472-2581; Fax: 573-472-2584

The district liaison shall designate and train another district employee to serve as the district liaison in the absence of the district liaison.

### **School of Origin**

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last

enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

## **Enrollment**

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

Immediately upon identifying the student as being eligible for homeless services, the selected school shall ensure that the student is attending class and participating fully in school activities.

## **Placement**

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian. If the homeless student is unaccompanied by a parent/guardian, the district liaison will consider the views of the homeless student in deciding where he or she will be educated.
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parent/guardian or the unaccompanied student.

The choice regarding placement shall be made regardless of whether the homeless student lives with his or her parents/guardians or has been temporarily placed elsewhere.

If the district determines that placement should be in the school of origin, the student will continue his or her education in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parent/guardian or unaccompanied student, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied student and shall include information regarding the right to appeal the district's determination.

If the student is unaccompanied, the district liaison shall assist the student in placement or enrollment decisions, shall give priority to the views of the student, and shall provide the student with notice of his or her right to appeal the district's decision.

## **Services**

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

## **Transportation**

If the homeless student's school of origin, including a public preschool, and temporary housing are located in Sikeston R-6, the district will provide transportation to and from the school of origin at the request of the parent/guardian or district liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

## **Records**

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

### **Responsibilities of District Liaison for Homeless Children and Youths**

The district liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district liaison. The district liaison will ensure that:

1. Homeless students, including homeless preschool-age children, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students have access to and receive education services for which they are eligible, including Head Start and Early Head Start, early intervention services under the Individuals with Disabilities Education Act (IDEA), and preschool programs administered by the district, as well as referrals to healthcare services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents/guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youth and unaccompanied youth,

including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents/guardians and youth.

6. Enrollment disputes are mediated in accordance with law.
7. The parents/guardians of homeless students and unaccompanied students are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.
9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Unaccompanied students:
  - ▶ Are enrolled in school;
  - ▶ Have opportunities to meet the same challenging state academic standards that are established for other students; and
  - ▶ Are informed of their status as independent students under laws applicable to higher education and that they may obtain assistance from the district liaison in order to receive verification of this status for the purposes of applying for federal student aid.
11. Students who need to obtain immunizations or medical or immunization records will receive assistance.
12. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
13. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.
14. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

## Disputes

Parents/Guardians or unaccompanied youth may appeal district decisions regarding eligibility, enrollment or placement in accordance with the Standard Complaint Resolution Process adopted by DESE.

1. Parents/Guardians or unaccompanied youth will submit disputes to the district liaison, who will carry out the dispute resolution process as expeditiously as possible. The liaison will provide the parent/guardian or unaccompanied youth a written explanation of any decisions relating to eligibility, enrollment or placement. The written explanation will include:
  - ▶ A description of the action proposed or refused by the district;
  - ▶ An explanation of why the action was proposed or refused;
  - ▶ A description of any other options the school considered;
  - ▶ The reasons other options were rejected;
  - ▶ A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses and evidence relied upon and their sources;
  - ▶ Appropriate timelines to ensure any relevant deadlines are not missed; and
  - ▶ Contact information for the local liaison and the state coordinator for homeless children and youth (state coordinator) and a brief description of their respective roles.
2. The liaison will discuss the explanation with the parent/guardian or unaccompanied youth and answer any related questions.
3. If the explanation provided to the parent/guardian or unaccompanied youth does not resolve the dispute, the parent/guardian or unaccompanied youth should notify the liaison, who will provide the parent/guardian or unaccompanied youth with the standard state complaint resolution process and ensure that the parent/guardian or unaccompanied youth has the contact information for the state coordinator. If requested, the liaison will assist any unaccompanied youth in submitting the appeal.

The student will remain enrolled and will be allowed to attend and fully participate in all school activities during the dispute process.

If the parent/guardian or unaccompanied youth are English learners, use a native language other than English, or need additional supports due to a disability, the district

shall make translators, interpreters or other support services available without charge and in the appropriate language.

Adopted: 05/10/1994

Revised: 10/08/2002; 11/11/2008; 2/14/2017

## PROGRAMS FOR MIGRANT STUDENTS

The Board of Education of the Sikeston R-6 directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the district becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student.

1. Screen students and assess the educational and related health and social needs of each student identified as migrant.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Adopted: 08/08/1995

Revised: 05/22/2003; 07/08/2015

## PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

### Definitions

*Language Minority (LM)* - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

*Limited English Proficiency (LEP)* - Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

*English Language Learner* - Refers to an LM student with limited English proficiency.

*English for Speakers of Other Languages (ESOL)* - An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

*Bilingual Education* - An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

*Child* - Any individual age 3-21.

*Parent* - Parent, legal guardian or person otherwise responsible for the child.

*Language Instruction Education Program* - An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may

make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is the Director of Special Services.

The Board directs the coordinator to develop and implement language instruction programs that:

1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

Adopted: 05/10/1994

Revised: 05/22/2003; 11/11/2008

## **ASSESSMENT PROGRAM**

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

### ***District Assessment Plan***

The superintendent or designee shall ensure that the district has a written assessment plan that shall test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the district wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
  - b. Help the professional staff formulate and recommend instructional policy.
  - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district toward established goals.
5. *Accreditation*– To ensure the district maintains accreditation.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

### ***Reading Assessment***

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

### ***English Proficiency Assessments***

The district will annually assess the English reading, writing and oral language skills of its students with limited English proficiency.

### ***Statewide Assessments***

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards as adopted by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

### ***National Assessment of Educational Progress***

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

Adopted: 05/10/1994

Revised: 02/12/2002; 04/12/2006; 10/12/2010; 08/12/2014

## **TEACHING ABOUT HUMAN SEXUALITY**

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to the requirements of state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papillomavirus (HPV), hepatitis and other sexually transmitted diseases.
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of federal abstinence education law.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

6. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and statutory sodomy.
7. Teach students about the characteristics of and ways to identify sexual predators.
8. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging.
9. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."
10. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. District personnel or district agents will not encourage students to have an abortion.

Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

Adopted: 01/11/2000  
Revised: 02/09/2010; 8/9/2016

## **STUDENT DISCIPLINE**

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The comprehensive written code of conduct of the district is composed of this policy and includes, but is not limited to, the following policies, procedures and regulations: JG-R, JGA, JGB, JGD, JGE and JGF. A copy of the district's comprehensive written code of conduct will be distributed to every student and the parents/guardians of every student at the beginning of each school year and will be available in the superintendent's office during normal business hours.

### ***Application***

These policies, regulations and procedures will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

The Board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

### ***Enforcement***

Building principals are responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Flagrant disregard for policies, rules and procedures, or continued truancy may result in suspension by the superintendent or expulsion by the Board, both subject to appropriate due process procedures. The superintendent may suspend a student for up to 180 days; however, expulsion of students is a function only of the Board of Education.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the district shall annually receive instruction related to the specific contents of the district's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

Adopted: 05/10/1994  
Revised: 06/10/2003; 10/12/2010

## **STUDENT DISCIPLINE**

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any 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. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, including the process of loading or unloading, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

### ***Reporting to Law Enforcement***

It is the policy of the Sikeston R-6 School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

### ***Documentation in Student's Discipline Record***

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

## ***Conditions of Suspension, Expulsion and Other Disciplinary Consequences***

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. In addition, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school, if appropriate.

In accordance with law, any student who is suspended for any offenses listed in ' 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any district property or any activity of the district, regardless of whether the activity takes place on district property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.
2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

Students who are suspended from school will not be allowed to earn credit for course work completed during the term of the suspension. The Alternative Education Program is not a suspension, so far as make-up work is concerned.

If a student violates the prohibitions in this section, he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

### ***Prohibited Conduct***

The following are descriptions of prohibited conduct as well as potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement as required by law and document violations in the student's discipline file pursuant to law and Board policy.

1. **Alcohol (see Board policy [JFCH](#))**

- a. Possession, use or attendance under the influence of any alcohol product on school grounds, bus, or any school activity.

First Offense:	<p>10-45 days out-of-school suspension.</p> <p>OR</p> <p>3 days out-of-school suspension and 5 days behavioral intervention assignment. Enrollment, attendance and successful completion of drug/alcohol prevention and education program provided by the district.</p> <p>Suspension Alternative</p> <ol style="list-style-type: none"> <li>1. The student must admit to being in possession, use or attendance under the influence of any alcohol product on school grounds, bus or any school activity.</li> <li>2. The student will be placed in out-of-school suspension for a period of 3 days.</li> <li>3. On the first school day following the out-of-school suspension, the student will report to the Alternative Education Center for a 5-day behavioral intervention assignment. The student may be reassigned to the base school following successful completion of this assignment.</li> <li>4. The student will participate in the drug/education program through its completion.</li> <li>5. While in the program, the student shall receive a 5-day out-of-school suspension if the student misses any scheduled appointments with the program.</li> </ol> <p>OR</p> <p>10 days Behavior Intervention-first disciplinary offense while attending a high school or junior high school at or above a level II infraction.</p>
Subsequent Offense:	11-90 days out-of-school suspension and/or assignment to an alternative education program.

- b. Sales, purchase or distribution of any alcohol product on school grounds, bus, or any school activity.

First Offense:	10-90 days out-of-school suspension, expulsion.
Subsequent Offense:	11-180 days out-of-school suspension, expulsion.

2. **Arson** - Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense:	Principal/Student conference, detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	In-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

3. **Assault**

- a. Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree.

First Offense:	In-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	Assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion.

- b. Knowingly causing or attempting to cause serious bodily injury or death to another person, recklessly causing serious bodily injury to another person, or any other act that constitutes assault in the first or second degree.

First Offense:	10-180 days out-of-school suspension or expulsion.
Subsequent Offense:	Expulsion.

4. **Automobile/Vehicle Misuse** - Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense:	Conference with parent, suspension or revocation of parking privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

5. **Bullying and Cyberbullying (see Board policy [JFCF](#))** – Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written, or electronic communication, including name-calling, put-downs, extortion or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel communication including, but not limited to, a message, 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; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm.

First Offense:	Detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

## General

In order to promote a safe learning environment for all students, the Sikeston R-6 prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

## Definitions

*Bullying* – In accordance with state law, bullying is defined as 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; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic

communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

*Cyberbullying* – A form of bullying committed by transmission of a communication including, but not limited to, a message, 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 has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

*School Day* – A day on the school calendar when students are required to attend school.

## **Designated Officials**

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

## **Reporting Bullying**

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

## **Investigation**

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

## **Consequences**

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

### **Policy Publication**

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

### **Training and Education**

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.

4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

### **Additional School Programs and Resources**

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

6. **Dishonesty** - Any act of cheating, lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

7. **Disrespectful Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved)** - Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension,
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	or expulsion.
Subsequent Offense:	Detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.

8. **Disruptive/Argumentative Behavior** - Conduct or verbal, written, pictorial or symbolic language that disrupts classroom work, school activities or school functions. Examples of such activities would include, but not be limited to, students talking in class without permission, students coming to class without books, pencils, paper and other items for use in class, students leaving seat without permission, running in building, disturbingly loud talking or yelling, minor vandalism, cheating, students refusing to do assigned learning tasks, cursing, using abusive language with fellow students and disrespectful to school personnel.

First Offense:	Teacher reprimand, conference with parents, loss of “free” time, assigned classroom tasks, corporal punishment, after-school detention, principal/student conference, in-school suspension, assignment to an alternative education program, or 1-10 days out-of-school suspension.
Subsequent Offense:	Teacher reprimand, conference with parents, loss of “free” time, assigned classroom tasks, corporal punishment, after-school detention, principal/student conference, in-school suspension, assignment to an alternative education program, or 1-180 days out-of-school suspension.

9. **Drugs (see Board policies [JFCH](#) and [JHCD](#))**

- a. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

- b. Possession of or attendance while under the influence of any unauthorized prescription drug, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	45-180 days out-of-school suspension. Must pass approved drug test prior to return to school. Failure to pass an approved drug test within ten (10)
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days of the scheduled return-to-school date will result in an out-of-school suspension of 20 days.

OR

10 days out-of-school suspension. Enrollment, attendance and successful completion of drug prevention and education program provided by the District.

*Suspension Alternative*

1. The student must admit to being in possession of or attendance while under the influence of any unauthorized prescription drug, narcotic substance, un-authorized inhalants, counterfeit drugs, imitation controlled substance or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (hereafter “drug”). The student and parent/legal guardian agree to waive their right to appeal the suspension, if suspension length is appealable, to the Board of Education.
2. The student will be placed on out-of-school suspension for a period of 10 days. Upon date of incident, or as soon thereafter as practicable, the appropriate personnel from Sikeston R-6 Schools (hereafter “District”) will:
  - a. Contact the district’s student drug and alcohol collection vendor (hereafter “vendor”) and advise that the student has chosen the suspension alternative for first-time drug possession/ influence;
  - b. Provide the vendor with pertinent student data; and
  - c. Provide the vendor with information on the identified drug or drugs, if known.

The vendor will make contact with the student and parent/legal guardian to schedule the first drug screen to assure the student is no longer under the influence of the identified drug or drugs.

In addition, the vendor will initiate contact with the drug prevention/education program (hereafter “Program”) and establish the contact date, time and place for the student’s initial session. The remainder of the sessions will be determined and scheduled during the student’s initial session with the Program provider.

	<ol style="list-style-type: none"> <li>3. On the first school day following the out-of-school suspension, the student will report to the Alternative Education Center for a 10-day behavioral intervention assignment. The student may be reassigned to the base school following successful completion of this assignment and negative drug screens that have been administered by the vendor.</li> <li>4. Upon return to the base school, the student will continue to submit to up to 50 drug screens while enrolled in Sikeston R-6. The student must also continue attending and successfully complete the Program.</li> <li>5. While in the Program, the student shall receive a 35-day out-of-school suspension if: <ol style="list-style-type: none"> <li>a. A random drug screen or test conducted by the vendor is reported positive at any time during this procedure;</li> <li>b. The student misses any scheduled appointment with the Program provider; or</li> <li>c. The Program is not completed by the schedule determined during the student's initial session with the Program provider. In order to return to school from a 35-day out-of-school suspension, the student must be tested by the vendor and show a negative drug test to the appropriate assistant superintendent within 10 days prior to the scheduled return date. Failure to pass the district-provided drug test within 10 days of the scheduled return-to-school date will result in an out-of-school suspension of 20 days.</li> </ol> </li> </ol>
Subsequent Offense:	45-180 days out-of-school suspension or expulsion. District-provided drug test prior to return to school. Failure to pass an approved drug test within 10 days of the scheduled return-to-school date will result in an out-of-school suspension of 20 days. Student may be required to return to school through an alternative education program.

c. Sale, purchase or distribution of any prescription drug, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	90-180 days out-of-school suspension or expulsion. District-provided drug test required prior to return to school. Failure to pass an approved drug test within 10 days of the scheduled return-to-school date will result in an out-of-school suspension of 20 days. Student will return to school through an alternative education program.
Subsequent Offense:	90-180 days out-of-school suspension or expulsion. District-provided drug test required prior to return to school. Failure to pass an approved drug test within 10 days of the scheduled return-to-school date will result in an out-of-school suspension of 20 days. Student will return to school through an alternative education program.

10. **Extortion** - Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	Teacher reprimand, conference with parents, loss of “free” time, assigned classroom tasks, corporal punishment, after-school detention, principal/student conference, in-school suspension, assignment to an alternative education program, or 1-10 days out-of-school suspension.
Subsequent Offense:	Teacher reprimand, conference with parents, loss of “free” time, assigned classroom tasks, corporal punishment, after-school detention, principal/student conference, in-school suspension, assignment to an alternative education program, or 1-180 days out-of-school suspension.

11. **Failure to Care for or Return District Property** – Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

First Offense:	Restitution. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Restitution. Detention or in-school suspension.

12. **Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences** – Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion. Report to law enforcement for trespassing if expelled.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension or expulsion. Report to law enforcement for trespassing if expelled.

13. **False Alarms (see also "Threats or Verbal Assaults")** - Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

First Offense:	Restitution. Conference with parents, loss of “free” time, corporal punishment, after-school detention, principal/student conference, in-school suspension, assignment to an alternative education program or 1-45 days out-of-school suspension.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

14. **Fighting (see also, "Assault")** - Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	Conference with parents and/or juvenile authorities and/or law enforcement officials, loss of “free” time or detention, corporal punishment, in-school suspension, assignment to an alternative education program, or 1-180 days out-of-school suspension.
Subsequent Offense:	Conference with parents and/or juvenile authorities and/or law enforcement officials, corporal punishment, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.

15. **Gang-Related Activity** - As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on district property or while

attending a district function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. For purposes of district policy, the term “gang” shall be defined as any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of a criminal act, which has a common name or common identifying sign or symbol, whose members individually or collectively engage in or have engaged in a pattern of gang activity.

First Offense:	After-school detention, corporal punishment, parent/principal/ student conference, in-school suspension, 1-180 days out-of-school suspension, or assignment to an alternative education program.
Subsequent Offense:	Assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.

**16. Harassment, including Sexual Harassment (see Board policy [AC](#))**

- a. Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti, name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

First Offense:	Principal/Student conference, corporal punishment, detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	In-school suspension, assignment to an alternative education program, 1-180 days out -of-school suspension, or expulsion.

- b. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

First Offense:	Principal/Student conference, corporal punishment, detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	In-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.

17. **Hazing (see Board policy [JFCF](#))** - Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

18. **Incendiary Devices or Fireworks** – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.

First Offense:	Confiscation. Warning, principal/student conference, detention, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion.

19. **Public Display of Affection** - Physical contact that is inappropriate for the school setting.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-10 days out -of-school suspension, assignment to an alternative education program, or corporal punishment.
Subsequent Offense:	Detention, in-school suspension, 5-10 days out-of-school suspension, or assignment to an alternative education program.

20. **Referrals (Habitual)** - An excessive number of referrals to the office will be treated as a major disciplinary problem, if in the principal’s opinion, the excessive referrals are disruptive and causes a dysfunctional use of time that causes disruption to the educational process. Additionally, historical information contained in a student’s discipline file may be reviewed to determine if there is evidence of a pattern of unacceptable behavior. This information may be used in conjunction with current information to determine a disciplinary action.

First Offense:	Conference with parents, loss of “free” time, corporal punishment, after-school detentions, principal/student conference, in-school suspension, assignment to an alternative education program, 1-45 days out-of-school suspension, and conference with juvenile authorities.
Subsequent Offense:	In-school suspension, assignment to an alternative education program, or expulsion, and conference with juvenile authorities.

21. **Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material** - Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Confiscation. Principal/Student conference, parent conference, detention, in-school suspension, assignment to an alternative education program, or 1-180 days out-of-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.

22. **Sexual Activity** - Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

First Offense:	Principal/Student conference, detention, in-school suspension, assignment to an alternative education program, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension or expulsion.

23. **Tardiness** – Arriving after the expected time class or school begins, as determined by the district.

<b>Morning Tardy Discipline Procedures Kindergarten</b>	
<b>Number of Morning Tardies</b>	<b>Discipline for Morning Tardies</b>
2	Letter to parent.
3	Letter to parent.
4	Letter to parent.
5	Letter to parent.
6 or more	Letter to parent & referral to Juvenile Office.
<b>Morning Tardy Discipline Procedures Grades 1-4</b>	
<b>Number of Morning Tardies</b>	<b>Discipline for Morning Tardies</b>
2	Office referral & letter to parent.
3	Office referral & reprimand & letter to parent.
4	Loss of recess & letter to parent.
5	Loss of 2 recesses & letter to parent.
6 or more	1 day in-school suspension, letter to parent & referral to Juvenile Office.
<b>Morning Tardy Discipline Procedures Grades 5-6</b>	
2	Letter to parent.
3	Office referral & reprimand & letter to parent.
4	1 lunch detention & letter to parent.
5	2 lunch detentions & letter to parent.
6 or more	1 day in-school suspension, letter to parent & referral to Juvenile Office.

<b>Morning Tardy Discipline Procedures Grades 7-8</b>	
<b>Number of Morning Tardies</b>	<b>Discipline for Morning Tardies</b>
1, 2 & 3	Warning/Reprimand.
4	1 lunch detention.
5	2 lunch detentions.
6	1 day in-school suspension & referral to Juvenile Office.
7	1 day in-school suspension.
8	2 days in-school suspension.
9	2 days in-school suspension.
10 or more	3 days in-school suspension.
<b>Morning Tardy Discipline Procedures Grades 9-12</b>	
<b>Number of Morning Tardies</b>	<b>Discipline for Morning Tardies</b>
1	Warning.
2	Warning.
3	1 lunch detention.
4	2 lunch detentions.
5	3 lunch detentions.
6	4 lunch detentions.
7	1 after-school detention.
8	2 after-school detentions.
9	3 after-school detentions.
10 or more	1 day in-school suspension.

<b>Morning Tardy Discipline Procedures BARC</b>	
1	Warning.
2	1 lunch detention.
3	1 lunch detention.
4	1 lunch detention.
5 or more	1 lunch detention.
If excessive tardiness continues, the student will be referred to in-school suspension.	
<b>Morning Tardy Discipline Procedures New Horizons</b>	
<b>Number of Morning Tardies</b>	<b>Discipline for Morning Tardies</b>
1	Warning/Reprimand.
2	1 lunch detention.
3	2 lunch detentions.
4	1 day in-school suspension.
5	2 days in-school suspension.
6	3 days in-school suspension.
7 or more	Out-of-school suspension.

**24. Technology Misconduct (See Board policies [EHB](#) and [KKB](#) and procedure [EHB-AP](#))**

- a. Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other

disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

- b. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including 30 minutes before school start time, class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the principal.

First Offense:	Confiscation, 1 day after-school detention.
Second Offense:	Confiscation, 1 day in-school suspension.
Third Offense:	Confiscation, 3 days of in-school suspension.
Fourth Offense:	Confiscation, 5 days of in-school suspension.
Subsequent Offense:	Confiscation, in-school suspension, 1-180 days out-of-school suspension, or assignment to an alternative education program.

- c. Nuisance Items – Possession or use of items such as toys, games, portable media players that are not authorized for educational purposes.

First Offense:	Confiscation, 1 day after-school detention.
Second Offense:	Confiscation, 1 day in-school suspension.
Third Offense:	Confiscation, 3 days of in-school suspension.
Fourth Offense:	Confiscation, 5 days of in-school suspension.
Subsequent Offenses:	Confiscation, in-school suspension, 1-180 days out-of-school suspension, or assignment to an alternative education program.

- d. Violations, other than those listed in (a) and (b) above, of Board policy EHB, procedure EHB-AP or any policy or procedure regulating student use of personal electronic devices.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, in-school suspension, 1-180 days out-of-school suspension or expulsion.

e. Use of audio or visual recording equipment in violation of Board policy KKB.

First Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-90 days out-of-school suspension.
Subsequent Offense:	Confiscation. Principal/student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

25. **Theft**

a. Theft, attempted theft or knowing possession of stolen property when the value of such property is less than \$150.

First Offense:	Return of or restitution for property. Conference with parents, loss of “free” time, after-school detention, corporal punishment, in-school suspension, assignment to an alternative education program or 1-10 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. In-school suspension, assignment to an alternative education program, or 1-45 days out-of-school suspension.

b. Theft, attempted theft or knowing possession of stolen property where the value of such property is more than \$150.

First Offense:	Return of or restitution for property. Assignment to an alternative Education program or 10-45 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 10-180 days out-of-school suspension or expulsion.

26. **Threats or Verbal Assault** - Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

27. **Tobacco**

- a. Possession of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD.

First Offense:	Confiscation of tobacco product. 5 days in-school suspension.
Second Offense:	Confiscation of tobacco product. 10 days in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. 10 days out-of-school suspension.

- b. Use of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be used in accordance with district policy JHCD.

First Offense:	<p>Confiscation of tobacco product. 5 days out-of-school suspension.</p> <p>OR</p> <p>1 day out-of-school suspension and 4 days in-school suspension. Enrollment, attendance and successful completion of drug prevention and education program provided by the district.</p> <p>Suspension Alternative</p> <ol style="list-style-type: none"> <li>1. The student must admit to using prohibited product on district property, district transportation or at a district activity.</li> <li>2. The student will be placed in out-of-school suspension for a period of 1 day.</li> <li>3. The student will participate in the drug prevention and education program through its completion.</li> </ol>
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	4. While in the program, the student shall receive 3-day out-of-school suspension if the student misses any scheduled appointments with the program.
Second Offense:	Confiscation of tobacco product. 10 days out-of-school suspension.
Subsequent Offense	Confiscation of tobacco product. 11-15 days out-of-school suspension and/or assignment to an alternative education program.

28. **Transportation Misconduct (see Board policy [JFCC](#))** - Any offense committed by a student on school-sponsored or school-authorized transportation shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

29. **Truancy (see Board policy [JED](#))** - Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

<b>Attendance Discipline Procedures Grades K-6</b>			
<b>Number of Absences</b>	<b>Discipline for Excused Absences for Grades K-6</b>	<b>Discipline for Unexcused Absences for Kindergarten</b>	<b>Discipline for Unexcused Absences for Grades 1-6</b>
1	n/a	Letter to parents	Letter to parents
2	n/a	Letter to parents	Letter to parents
3	n/a	Letter to parents	1 day in-school suspension (ISS) & letter to parents
4	n/a	Letter to parents & contact School Social Worker	1 day ISS, letter to parents, & contact School Social Worker
5	Letter to parents using the standard form attendance letter	Letter to parents & conference between principal/designee & parents	1 day ISS & conference between principal/designee & parents
6 & Subsequent Offenses	n/a	Referral to Juvenile Office & 1 day ISS	Referral to Juvenile Office & 1 day ISS

7	Letter to parents using the standard form attendance letter		2 days ISS
8	n/a		2 days ISS
9	Letter to parents using the standard form attendance letter		2 days ISS
10 & Subsequent Offenses	Principal/Designee contacts parents & the absences require verification. If satisfactory verification is not made, absences may be treated as unexcused.		2 days ISS

<b>Attendance Discipline Procedures Grades 7-12</b>		
<b>Number of Absences</b>	<b>Discipline for Excused Absences</b>	<b>Discipline for Unexcused Absences</b>
1	n/a	1 day after-school detention/ISS
2	n/a	2 days after-school detention/ISS & letter to parents/Juvenile Office
3	n/a	1 day ISS & letter to parents
4	n/a	1 day ISS, contact parents by telephone/letter to parents, & contact Social Services, if needed, School Social Worker
5	Letter to parents using the standard form attendance letter	1 day ISS, parent conference with principal/designee
6 & Subsequent Offenses	n/a	Options: Assignment to 1 day ISS; an alternative education program; Children's Division

		hotline; or Juvenile Office notification
7	Letter to parents using the standard form attendance letter	1 day ISS
8	n/a	2 days ISS
9	Letter to parents using the standard form attendance letter	2 days ISS
10 & Subsequent Offenses	Principal/Designee contacts parents & the absences require verification. If satisfactory verification is not made, absences may be treated as unexcused.	3 days ISS

30. **Unauthorized Entry** Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

31. **Vandalism (see Board policy [ECA-1](#) and procedure [ECA-AP2](#))** - Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

First Offense:	Restitution. Corporal punishment, conference with parents and/or juvenile authorities, and/or law enforcement officials, detention, in-school suspension, assignment to an alternative education program, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. 11-180 days out-of-school suspension or expulsion.

32. **Weapons (see Board policy [JFCJ](#))** – District considers a weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. § 921.

2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above on school property will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. ' 921, 18 U.S.C. ' 930(g)(2) or ' 571.010, RSMo.

First Offense:	Corporal punishment, conference with parents and/or juvenile authorities, and/or law enforcement officials, in-school suspension, assignment to an alternative education program, 5-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

- b. Possession or use of a firearm as defined in 18 U.S.C. ' 921 or any instrument or device defined in ' 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. ' 930(g)(2).

First Offense:	One calendar year suspension or expulsion, unless modified by the superintendent on a case-by-case basis.
Subsequent Offense:	Expulsion.

c. Possession or use of ammunition or a component of a weapon.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Adopted: 08/08/1995

Revised: 05/22/2003; 09/13/2005; 05/09/2006; 06/10/2008; 06/09/2009; 02/09/2010;  
06/28/2011; 03/13/2012; 06/26/12; 05/14/2013; 12/13/2016

## **CORPORAL PUNISHMENT**

Corporal punishment, as a measure of correction or of maintaining discipline and order in schools, is permitted. However, it shall be used only when all other alternative means of discipline have failed, and then only in reasonable form and upon the recommendation of the principal. If found necessary, it should be administered preferably by the principal in the presence of the teacher. It should never be inflicted in the presence of other pupils, nor without a witness.

Corporal punishment shall be administered only by swatting the buttocks with a paddle. When it becomes necessary to use corporal punishment, it shall be administered so that there can be no chance of bodily injury or harm. Striking a student on the head or face is not permitted.

A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the district's policy on student seclusion, isolation and restraint is not a violation of this policy.

Adopted: 05/10/1994

Revised: 10/11/2011

## **DETENTION AND/OR IN-SCHOOL SUSPENSION OF STUDENTS**

The provisions of detention or an in-school suspension program for student violations of policies, rules and regulations shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. When this alternative is appropriate, students will be assigned to serve a specified time period in the in-school suspension program. These assignments, and the determination of the time period for them, shall be determined by the principal, or his or her designee.

An Alternative School for Students in lieu of suspension is available. Information may be obtained through the superintendent's office.

Adopted: 05-10-1994

## **STUDENT SUSPENSION AND EXPULSION**

The following procedures apply to all students. However, additional procedures for discipline for students with disabilities are sometimes required, as discussed in policy JGE, Discipline of Students with Disabilities.

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and procedures of the school district. This observance of school policies, rules and procedures is essential for permitting others to learn at school.

Therefore, the administration may exclude a student from school because of violation of school rules and procedures, conduct which materially or substantially disrupts the rights of others to an education, or conduct which endangers the student, other students or the property of the school. Furthermore, if a student poses a threat to self or others, as evidenced by the prior conduct of such student, the administration may immediately remove the student from school. Such actions will be taken in accordance with due process and with due regard for the welfare of both the student and the school.

The terms "suspension" and "removal" refer to an exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth for "suspensions" in this policy. The term "expulsion" refers to exclusion for an indefinite period.

The district may honor suspensions and expulsions from another in-state or out-of-state school district including a private, charter or parochial school or school district pursuant to law and policy JEC, Student Admissions. Before making any decision to honor such suspensions or expulsions, the superintendent or designee will consider whether the student has received the due process required by law.

### ***Suspensions***

In Missouri, a principal may suspend a student for up to ten (10) school days. A superintendent may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or superintendent must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present his or her version of the incident.
2. If the principal or superintendent concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act

(IDEA) as amended or Section 504 of the Rehabilitation Act, additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.

3. The principal or superintendent should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate unless otherwise outlined in Board regulation JG-R. In many cases, the principal or superintendent may decide not to suspend a student unless conferences (between the teacher, student and principal and/or between the parent, student and principal) have been held and have failed to change the student's behavior. In other cases, the principal or superintendent will administer the consequences as outlined in Board regulation JG-R.
4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. Any suspension by a principal must be reported, immediately and in writing, to the superintendent, who may revoke the suspension, either part or in full, at any time.
6. If a student is suspended for more than ten (10) school days, the following rules also apply:
  - a. The student, his or her parents, guardians or others having custodial care have a right to appeal the superintendent's decision to the Board or a committee of the Board appointed by the Board president.
  - b. If the student gives notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the superintendent's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
  - c. All notices of appeal shall be transmitted, either by the appealing party or by the superintendent, to the secretary of the Board. Oral notices, if made to the superintendent, shall be reduced to writing and communicated to the secretary of the Board.
  - d. The superintendent, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts relating to the suspension, the action taken by the superintendent, and the reasons for the action.
  - e. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time and place of the hearing and of the right to counsel, to call witnesses, and to present evidence at the hearing.
  - f. Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

### ***Suspensions For More Than 180 School Days and Expulsions***

Only the Board may expel a student or suspend a student for more than 180 school days. The applicable procedures are outlined below.

1. Before recommending to the Board that a student be expelled or suspended for more than 180 school days, the superintendent must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and (c) give the student an opportunity to present his or her version of the incident.
2. If the superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
  - a. The superintendent will recommend to the Board that the student be expelled or suspended for more than 180 school days. The superintendent may also immediately suspend the student for up to 180 school days.
  - b. Upon receipt of the superintendent's recommendation, the Board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
3. If the student is expelled, he or she may later apply to the Board for readmission. Only the Board can readmit an expelled student.

### ***Student Discipline Hearings***

The Board of Education may originate student discipline hearings upon recommendation of the superintendent. In such cases, the Board of Education will review the superintendent's report and determine whether to conduct a discipline hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the superintendent or designee, the parent or guardian waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be adhered to:

1. The student and the parents/guardians will be advised of the charges against the student; their right to a Board hearing; the date, time and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail, addressed to the student's parents or guardians. The Board shall make a good-faith effort to have the parents or guardians present at the hearing.
2. Prior to the Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's

parents/guardians will be provided with copies of the documents to be introduced at the hearing by the administration.

3. The hearing will be closed unless the Board decides otherwise. The hearing will only be open with parental consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, his or her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student from the schools of the district. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parents/guardians written notice of the decision.

### ***Remedial Conference***

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in §160.261.2, RSMo., and Board policy JGF, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Adopted: 05/10/1994  
Revised: 01/08/2002; 12/08/2009

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

It is the goal of the Sikeston R-6 to provide a safe and productive learning environment for all students. The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities will be disciplined in accordance with the district's discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The district will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

The Board delegates to the superintendent or designee the authority to seek the removal of a student with a disability as allowed by federal or state law to an alternative educational setting through the state hearing process or to seek a court injunction ordering removal or a different educational placement.

The superintendent or designee will provide all district employees training on violence prevention, the district's discipline code and the legal requirements for disciplining students with disabilities. The Board delegates to the superintendent or designee the authority to contact the district's legal counsel for legal advice or training on the district's responsibilities.

Adopted: 05/10/1994  
Revised: 08/14/2001; 11/11/2008

## **DISCIPLINE REPORTING AND RECORDS**

In compliance with state law, the Board of Education establishes clear channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff or patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

### **Definitions**

The following definitions and terms apply to this policy:

*Act of School Violence/Violent Behavior* – The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including while on school transportation in service on behalf of the district or while involved in school activities.

*Serious Physical Injury* – Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.

*Serious Violation of District's Discipline Policy* – One (1) or more of the following acts if committed by a student enrolled in the district:

1. Any act of school violence/violent behavior.
2. Any offense that occurs on district property, on district transportation or at any district activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten (10) school days.

*Need to Know* – Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

*School or District Property* – Property utilized, supervised, owned, rented, leased or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation and any property on which any school activity takes place.

### **Reporting to School Staff**

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the

students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement authority in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

### ***Reporting to Law Enforcement Officials***

Any crime listed in this section, or any act that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school transportation or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement agency. The following acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First-, second- or third-degree assault under §§ 565.050, .060, .070, RSMo.\*
5. Rape in the first- or second-degree under §§ 566.030, .031, RSMo.
6. Sodomy in the first- or second-degree under §§ 566.060, .061, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs and distribution of drugs to a minor under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse in the first-degree pursuant to § 566.100, RSMo.
17. Harassment under § 565.090, RSMo.
18. Stalking under § 565.225, RSMo.

\* Immediate reporting of third-degree assault under §565.070, RSMo., may not be required if an agreement with law enforcement exists.

If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-degree assault, rape in the second-degree or sodomy in the second-degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. The principal shall immediately report these listed offenses to the appropriate law enforcement agency and the superintendent. However, if the district has entered into an agreement with law enforcement regarding reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

### ***Reporting Third-Degree Assault***

The superintendent and the appropriate local law enforcement agency may develop a written agreement outlining the procedure for reporting any incident in which a student is believed to have committed an act that if committed by an adult would be third-degree assault. If such an agreement exists in the district, the principal shall report third-degree assaults to the appropriate local law enforcement agency in accordance with the agreement.

### ***Student Discipline Records***

The Board of Education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district. Such records shall be made available to all district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five (5) business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two (2) business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten (10) days or longer and expulsions.

### ***Confidentiality***

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

## ***Liability***

Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the Board's policies, including the Board's discipline policies, or when reporting to the appropriate supervisor or other person acts of school violence or threatened acts of school violence, pursuant to law and district policy.

Adopted: 09/06/1996

Revised: 12/10/2002; 03/11/2008; 01/12/2010; 11/08/2011; 5/13/2014

**FILE: [JGGA](#)  
Critical**

## **SECLUSION, ISOLATION AND RESTRAINT**

### **Purpose**

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Foster a climate of dignity and respect in the use of discipline and behavior management techniques.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint in response to emergency situations.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of nonaversive behavioral interventions, including positive behavioral support techniques.

### **Policy Applicability**

This policy applies to all district personnel as defined in the policy. District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities and mental health facilities) will follow the policy as specified in the written agreement between the district and the facility. If no policy is specified in a written agreement, employees will follow the facilities' policies unless such policies conflict with the district's policy. If there is a conflict, the employee will notify his or her supervisor and follow district policy until otherwise directed by the Board of Education.

### **Definitions**

*Assistive Technology Device* – Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

*Aversive Behavioral Intervention* or *Aversive Intervention* – An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of

noxious, painful or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions. The term does not include such interventions as voice control limited to loud, firm commands; time limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

*Behavioral Intervention* – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.

*Behavior Intervention Plan (BIP)* – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

*Behavior Management* – Comprehensive, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

*Chemical Restraint* – Administration of a drug or medication to manage a student’s behavior that is not a standard treatment and dosage for the student’s medical condition.

*Confinement* – The act of preventing a student from leaving an enclosed space.

*Discipline* – Consequences for violating the district’s student code of conduct.

*Emergency Situation* – A situation in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

*Functional Behavior Assessment* – A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

*Individualized Education Program (IEP)* – A student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

*Isolation* – The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as disciplinary consequences in accordance with the district’s student discipline code.

*Law Enforcement Officer* – Any public servant having both the power and duty to make arrests for violations of the laws of this state.

*Locking Hardware* – Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

*Mechanical Restraint* – A device or physical object that the student cannot easily remove that restricts a student’s freedom of movement or normal access to a portion of his or her body. This includes, but is not limited to: straps, duct tape, cords or garments. The term does not include assistive technology devices.

*Physical Escort* – The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

*Physical Restraint* – The use of person to person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student’s hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

*Positive Behavior Supports* – A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro social skills and receive high rates of positive feedback.

*Restraint* – See the definitions for chemical restraint, mechanical restraint and physical restraint.

*School or District Employee or Personnel* – Any person employed by the district, volunteering for the district or performing services on behalf of the district or at the direction of the district. "School or District Employee or Personnel" may include persons working with students as independent contractors or on behalf of an independent contractor, or persons employed by another agency who are providing educational or related services to students.

*Seclusion* – The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

*Section 504 Plan* – A student’s individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

*Time-Out* – Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff and other students.

### ***Use of Time-Out***

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

### ***Use of Aversive Interventions***

Aversive interventions will only be used in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

### ***Use of Seclusion, Isolation and Restraint***

#### **Seclusion**

Seclusion as defined in this policy is prohibited except in an emergency situation while awaiting the arrival of law enforcement officers as provided for in state law.

#### **Isolation**

Isolation shall only be used:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff, unless otherwise specified in an IEP, Section 504 plan or other parentally agreed upon plan to address a student's behavior.

The space in which the student is isolated should be a normal sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

#### ***Physical Restraint***

Physical restraint shall only be used:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed upon plan to address a student's behavior.

Physical restraint will:

1. Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.
4. Only be done by district personnel trained in the proper use of physical restraint.

District personnel who use physical restraint shall only use restraint methods in which they have received district approved training. Further, district personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

### ***Mechanical Restraint***

Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two (2) exceptions:

1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

### ***Chemical Restraint***

Chemical restraints shall never be used by district personnel.

### ***Emergency Situation Follow-ups***

Following any emergency situation involving the use of seclusion, isolation or restraint, a meeting shall occur as soon as possible but no later than two (2) school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee.

### ***Positive Behavior Supports***

The superintendent or designee is responsible for implementing the district-wide use of appropriate positive behavior supports designed to support or alter behavior in all students.

## ***Training***

The superintendent shall ensure that all district personnel are trained annually and know the policy and procedures involving the use of seclusion, isolation and restraint. Training shall include all of the following:

1. A continuum of prevention techniques.
2. Environmental management techniques.
3. A continuum of de-escalation techniques.
4. Information about this policy.

In addition to the training provided to all district personnel, those who utilize seclusion, isolation or restraint will also receive annual training in:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in physical management and use of restraints.
3. The best way to explain the proposed restraint methods to students and parents/guardians.
4. The appropriate use of isolation.
5. The appropriate use of seclusion.

## ***Records***

The superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; if the student was disciplined; and any other documentation required by federal or state law.

## ***Notice to Parents/Guardians***

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.

The parent/guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
3. Nature and extent of any injury to the student.
4. Name of an employee the parent/guardian can contact regarding the incident.
5. Plan to prevent the need for future use of seclusion, isolation or restraint.

Students with Disabilities

If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation, restraint or aversive behavior intervention:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation, restraint or aversive behavior intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or aversive behavior intervention.
3. Any use of seclusion, isolation, restraint or aversive behavior intervention must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation, restraint or aversive behavior intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and the student must have a BIP in place.

Adopted: 05/10/2011

## STUDENT HEALTH SERVICES AND REQUIREMENTS (*Screening and Referral Programs*)

The health screening programs of Sikeston R-6 are designed to examine the populations at highest risk at a time when early intervention has the most benefit. The following guidelines govern the district's health screening program:

1. The district will examine past screenings and assess them for effectiveness in order to ensure future screening programs effectively meet the needs of the district. Screening tests for various health conditions will be conducted in accordance with Missouri Department of Health and Senior Services (DHSS) guidelines. Parents are provided with advance written notice of screenings and given a timely report of any results indicating a condition that may interfere with a student's progress or health.
2. Screenings occur throughout the school year as indicated by the nurse's schedule and immediate health needs of students.  
*Vision* – Grades K, 1, 3, 5 and 7; anytime upon referral  
*Scoliosis* – Grades 4 and 6 (girls) and grades 5 and 7 (boys); anytime upon referral  
*Dental* – Kindergarten; anytime upon referral  
*Hearing* – Grades PreK, K, 1, 2, 3, 6, 9; anytime upon referral  
*Height & Weight* – Kindergarten; anytime upon referral or request
3. The nurse will produce a calendar reflecting the approximate dates for screenings, re-screenings and screening follow-up that is coordinated with the overall school calendar.
4. The nursing staff will assist the superintendent or designee in identifying individual personnel to be utilized in the screening process.
5. The district will use the following procedures to notify parents/guardians of pertinent information pertaining to screening:  
**Student Handbooks** – All student handbooks will include a description of the types of screenings the district will conduct, the timing for those screenings, and the process for excusing the student from a screening.  
**Notification Letter** – The district will send a notification letter of all scheduled scoliosis health screenings to parents/guardians, advising them of the opportunity to exclude their child from such health screenings. The district will notify parents/guardians of their child's screening results requiring further medical assessment.
6. The district will send a written referral notification letter to the parents/guardians of a student who fails to meet accepted criteria during screenings by the building nurse. Nurses will make contact with the parents/guardians as needed per written letter, phone contact and personal visit if a health concern is identified to determine what (if any) action was taken. Documentation is recorded by the building nurse in the student's individual

health file.

Parents/Guardians who need to consult with district staff regarding the results of any screening should contact the school nurse.

7. Members of the nursing staff are responsible for monitoring the results of all screenings and notifying the special education department or other appropriate staff members if a student may need classroom adaptations, special education services or accommodations.

Adopted: 11/09/2010

Revised: 05/14/2013; 09/06/2013

**FILE: [JHCD](#)  
CRITICAL**

## **ADMINISTRATION OF MEDICATIONS TO STUDENTS**

### **Definitions**

*Authorized Prescriber* – Includes a healthcare provider licensed or otherwise authorized by state law to prescribe medication.

*Diabetes Medical Management Plan* – A document developed by the student's personal healthcare team that sets out the health services needed by the student at school and that is signed by the student's personal healthcare team and parent/guardian.

*Medications* – For the purposes of this policy, medications include prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing.

### **General**

Sikeston R-6 is not legally obligated to administer medication to students unless specifically included in a Section 504 plan or an individualized education program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illness to enable them to remain in school and participate in the district's educational services. Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an IEP, Section 504 Plan or individualized health plan (IHP). The district will review all information submitted by the parents/guardians and work with them to create a plan to meet the student's medical needs while at school or school activities.

The district prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. The superintendent, in collaboration with the district nursing staff, will establish administrative procedures for storing and administering medications in compliance with this policy and pursuant to state and federal law. Medications will only be administered at school when it is not possible or effective for the student to receive the medication at home.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may delegate the administration of medication to a licensed practical nurse or unlicensed personnel who are trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for training unlicensed personnel in the administration of medications and for supervising the administration of medication by others. In accordance with law, any trained or qualified employee will be held harmless and immune from civil liability for administering medication in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication according to standard medical practices.

The nurse or designee must maintain thorough documentation of all medications administered to students.

Nurses must use reasonable and prudent judgment to determine whether to administer particular medications to students while also working in collaboration with parents/guardians and the school administration. In carrying out their legal duty to protect the health, welfare and safety of students, nurses will, when necessary, clarify authorized prescriber orders and respond in accordance with such clarifications.

The district shall not knowingly administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text. Except for the medications that are only used in an emergency situation, the district will not knowingly administer the first dose of any medication. Parents/Guardians are encouraged to arrange to administer prescription medications themselves when possible.

### ***Over-the-Counter Medications***

The district may administer over-the-counter medication to a student upon receipt of a written request and permission to do so by a parent/guardian. All over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.

### ***Prescription Medications***

Unless otherwise authorized in this policy, the parent/guardian must provide the district with written permission to administer the medication before the district will administer the prescription medication to the student. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

### ***Possession and Self-Administration of Medications***

The district will permit a student to possess and self-administer medications as required by law, except for substances that are illegal under state or federal law, and as allowed in this section. Permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medication appropriately or that the student's actions may be harming his or her own health or the health and safety of

other persons. Such permission is required for students to possess and self-administer medications while at school, at a district-sponsored activity and on district-sponsored transportation. Such permission shall be effective only for the same school and school year for which it is granted.

A student with an IEP or Section 504 plan may possess and self-administer medications in accordance with the IEP or Section 504 plan. Students who do not have an IEP or Section 504 plan may possess and self-administer medications in accordance with 1) or 2) below:

1. Students with Diabetes: Upon written request of the parent/guardian and upon authorization by a student's diabetes medical management plan, the district will permit a student with diabetes to perform blood glucose checks, administer insulin through the student's insulin delivery systems, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes. The district will permit the student to possess on his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions. The student shall have access to a private area for performing diabetes care tasks should the parent/guardian or student request such access. Students with diabetes who wish to possess and self-administer medications are subject to the same requirements (below) as students with other health conditions.
2. Students with Other Chronic Health Conditions: Students may possess and self-administer medications for the treatment of asthma, anaphylaxis and other chronic health conditions in accordance with this policy and law. The district will not permit students to possess and self-administer medications unless all of the following requirements are met:
  - ▶ The medication was prescribed or ordered by the student's physician.
  - ▶ The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication and has demonstrated to the physician or the physician's designee the skill level necessary to use the medication.
  - ▶ The student has demonstrated proper self-administration technique to the school nurse.
  - ▶ The student's parent/guardian has signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administration of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

### ***Emergency Medications***

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a life-threatening anaphylactic reaction or

life threatening asthma episode. A prescription or written permission from a parent/guardian is not necessary to administer this medication in an emergency situation.

Epinephrine and asthma-related rescue medications will only be administered in accordance with written protocols provided by an authorized prescriber. The board will purchase an adequate number of prefilled epinephrine auto syringes and asthma-related rescue medications based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies and replacing expired syringes and medications.

The school principal or designee will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine or asthma-related rescue medications. A current copy of the list will be kept with the devices at all times. (JHCD)

### ***Consequences***

Students who possess or consume medications in violation of this policy while on district grounds, on district transportation or during a district activity may be disciplined up to and including suspension or expulsion. Employees who violate this policy may be disciplined up to and including termination. District administrators will notify law enforcement when they believe a crime has occurred.

Adopted: 05/10/1994

Revised: 01/11/2000; 06/08/2010; 04/10/2012; 05/14/2013; 5/13/2014; 07/08/2015

## **STUDENT ALLERGY PREVENTION AND RESPONSE**

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions. This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions. The best form of prevention for life-threatening allergies is avoidance of the allergen.

Research shows that allergies can negatively impact student achievement by affecting concentration, auditory processing and attendance. Further, healthy students are better learners. In addition to posing health risks, allergies can be potentially deadly for some individuals.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

### ***Identification***

Each school will attempt to identify students with life-threatening allergies, including food allergies. An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions can range from mild to severe and can even be life threatening. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

### ***Students with Known Allergies***

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An individualized health plan (IHP), including an emergency action plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any Section 504 plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing Section 504 plan or IHP/EAP will be disciplined, and such discipline may include termination.

### ***Prevention***

Staff members shall not use air fresheners, oils, candles or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances. Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, that are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

### ***Education and Training***

All staff members will be regularly trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of prefilled epinephrine auto syringes and the administration of asthma-related rescue medications.

In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine or asthma-related rescue medications in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication, including epinephrine, in accordance with standard medical practice.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, signs and symptoms of allergic reactions; information on avoiding allergens; and simple steps students can take to keep classmates safe.

### ***Confidentiality***

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will not be shared with students and others who do not have a legitimate educational interest in the information unless authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

### ***Response***

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's Section 504 plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA. Each building will maintain an adequate supply of prefilled epinephrine auto syringes and asthma-related rescue medications to be administered in accordance with Board policy.

Adopted: 06/14/2011

Revised: 05/14/2013

## **STUDENT TRANSPORTATION SERVICES**

The Board, in accordance with state law, may provide free transportation for eligible students attending the district's schools. The superintendent shall ensure that the transportation services of the district meet all of the requirements established by the Missouri Department of Elementary and Secondary Education as well as the policies that pertain directly to the qualifications of transportation operators and operational procedures adopted by the Board of Education.

Resident students living three and one-half miles or more from school will be entitled to free transportation to and from school. The Board of Education may also provide transportation to resident students who live less than three and one-half miles from school.

Transportation for a student with a disability will be provided if the IEP team determines that such transportation is necessary as a related service due to the student's disability. Transportation for special education students or students classified as homeless will be provided in accordance with law.

The superintendent shall ensure that the transportation services of the district meet all state and federal laws as well as other requirements of the Board of Education. Students may be transported in leased vehicles, private vehicles, common carriers or other contracted transportation as allowed by law and permitted by the Board. All district employees or other persons who drive district owned or district-leased transportation or who transport students in private vehicles as an agent for the district must meet applicable state and federal laws as well as district policies and procedures.

The superintendent will present to the Board a plan for student transportation services for the district no later than the end of October of each year for initial approval and no later than the end of June for the final approval of modifications made during the school year. The plan should follow the procedures set by the State Board of Education.

### ***Transportation Records and Reports***

The superintendent or designee shall provide for the proper accounting of student transportation records and reports in the school district and shall be responsible for preparing and submitting to the State Board of Education the necessary reports for apportioning state transportation aid, in addition to reports for statistical purposes and for the proper maintenance and administration of the district's transportation services.

### ***District Transportation Safety***

School officials must provide safe transportation of district students to and from school. Drivers, students and district personnel will follow all laws and district policies and procedures.

District vehicles carrying students will be considered extensions of the school environment. Any student whose conduct on district transportation is improper or jeopardizes the safety of other students may be suspended from district transportation services and may be disciplined in accordance with district policy. Uniform rules of conduct and disciplinary measures will be enforced. Students with disabilities will be disciplined according to law. Access to all district transportation is limited to authorized riders and staff. All district staff and drivers shall report any instance of trespass to appropriate administrators and law enforcement agencies.

### ***Special Use of District Transportation***

District vehicles will be used solely for district-sponsored activities, including district extracurricular activities and organizations.

Provisions shall also be made for miscellaneous transportation projects other than home-school trips as time and resources permit.

NOTE: For further information, see the School Transportation Administrator's Handbook.

Adopted: 05/10/1994

Last Revised: 07/08/2003

## **STUDENT CONDUCT ON SCHOOL BUSES**

The safety of students during their transportation to and from school is a responsibility that they and their parents/guardians share with the bus drivers and school officials. The Board wants each student to know what conduct is expected.

### ***LOADING:***

1. Students riding the bus must be at their designated bus stops.  
Students should always arrive at their bus stop at least 5 minutes before the bus is scheduled to arrive. If late, students should **NEVER** attempt to chase the bus after bus is loaded or after bus is in motion. **NEVER** run alongside of the bus or try to hold on to the bus.
2. Stand at least 10 feet from the curb at the designated area. **NEVER** stand or play in the street.
3. Students should not approach the bus until the **BUS DRIVER** motions for them to load the bus.
4. If students have to cross in front of the bus, they must be at least 10 feet in front of the bus. Students should **NEVER** cross behind the bus.
5. After loading on the bus, students must go directly to their seat and remain seated until they reach their school.
6. Students should **NEVER** extend **ANY** body parts out of the window.
7. Students should **NEVER** throw objects in the bus nor out of the window.

### **UNLOADING:**

1. Students should exit the bus at their designated bus stop **ONLY**. Students **MUST** have written permission from the office when getting off at any bus stop other than the one that is designated.
2. When unloading, students must **ALWAYS** observe the 10 foot safety zone of the bus in all directions.
3. Students should **NEVER** reach under the bus **AT ANYTIME**.

Students who fail to observe these rules will be subject to the following disciplinary procedures since their failure to do so may affect the safety of others.

1. In the event of a discipline problem, the driver shall speak to the student privately if possible. If a large group is involved, he shall address himself to the entire group.
2. Problems that cannot be settled by the driver will be referred to the principal.
3. If the above does not correct the situation, the parents will be called into conference with the principal.
4. Parents must be notified when a student is denied transportation. A driver must never put a student off the bus other than at the student's regular stop. With written permission, the student may be let off at another stop.
5. In cases deemed severe enough by the principal, transportation may be suspended for a period of time as a result of a major infraction, provided the parent is duly notified.
6. Excessively dangerous behavior will result in immediate action.

### **BULLYING/HARASSMENT PROCEDURES**

The Sikeston School District recognizes that bullying and intimidation have a negative effect on school climate. Students who are intimidated and fearful cannot give their education the single-minded attention they need for success. Bullying can also lead to more serious violence. Every student has the right to an education and to be safe in and around school.

1. ***Definition of bullying.*** Bullying is defined as intimidation or harassment of a student or students perpetrated by individuals or a group. Bullying includes, but is not limited to: physical actions, including violence, gestures, and theft, or damaging property, oral or written taunts, including name-calling, put-downs, extortion or threats. Bullying may also include cyber-bullying or cyber-threats. Cyber-bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber-threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

2. ***Bullying is prohibited.*** The Sikeston School District and staff shall not tolerate any bullying on district grounds or at any school activity on or off campus.

3. **Staff intervention.** The district expects staff members who observe or become aware of an act of bullying to take immediate, appropriate steps to intervene - unless intervention would be a threat to staff members' safety. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, he/she shall report the bullying to the school principal for further investigation.

4. **Students and parents shall report bullying.** The district expects students and parents who become aware of an act of bullying to report it to the school principal for further investigation. Any student who retaliates against another for reporting bullying may be subject to the consequences listed below in paragraph 6.

5. **Investigation procedures.** Upon learning about a bullying incident, the principal or designee shall contact the parents of both the aggressor(s) and the victim, interview all students involved, and thoroughly investigate. This investigation may include interviews with students, parents, and school staff; review of school records; and identification of parent and family issues.

6. **Consequences/intervention.** Consequences for students who bully others shall depend on the results of the investigation and may include counseling; a parent conference; detention; in-school suspension; out-of-school suspension; and/or expulsion. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. This may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parents.

# ***BULLYING INCIDENT REPORT FORM***

**If you have been the target of bullying or have witnessed the bullying of a District student, complete this form and submit to the building principal. Complaints against building principals should be submitted to the Superintendent. Complaints against Superintendent should be submitted to the Board of Education. Reports of bullying will be investigated and disciplinary action will be taken as warranted.**

Date Filed: \_\_\_\_\_ Your Name\*: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Indicate the appropriate response to the following with a check mark(s):

You are a: \_\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_ Employee \_\_\_\_\_ Volunteer

Date(s) of alleged bullying: \_\_\_\_\_

Name of student(s) subjected to bullying: \_\_\_\_\_

Person(s) alleged to have committed the bullying or harassment: \_\_\_\_\_

Summarize the incident(s) or occurrences(s) of bullying as accurately as possible. Attach additional sheets or use back side of the form, if necessary.

Names of Witnesses: \_\_\_\_\_

Have you reported this to anyone else: \_\_\_\_\_ Yes \_\_\_\_\_ No. If so, who? \_\_\_\_\_

\*Signature of Complainant \_\_\_\_\_

**\*Students have the right to complete this form anonymously. However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.**

This Section is for use of District Administration

Date Received by Principal: \_\_\_\_\_

Investigative Action taken: \_\_\_\_\_

Result of Investigation/Action taken: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

## 4 Markers of Bullying

**Definition of Bullying** – Bullying is defined as intimidation or harassment of a student or students perpetuated by individuals or a group. Bullying includes, but is not limited to: physical actions, including violence, gestures, and theft, or damaging property, or written taunts, including name-calling, put-downs, extortion or threats. Bullying may also include cyber-bullying or cyber-threats. Cyber-bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber-threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

All 4 of the following must be present in order to be defined as bullying.

1. **Imbalance of power** – The bully can be older, bigger, stronger, more verbally adept, higher up on the social ladder, of difference race, or of the opposite sex. Sheer number of kids banded together to bully can create this imbalance. Bullying is not sibling rivalry, nor is it fighting that involves two equally matched kids who have conflicts.

**In this incident, is there an imbalance of power?**                      **Yes or No (circle one)**

2. **Intent to harm** – This is no accident or mistake. The bully expects to inflict pain, expects it to hurt and takes pleasure in witnessing the hurt.

**In this incident, is there intent to harm?**                                      **Yes or No (circle one)**

3. **Threat of further aggression** – Both the bully and the bullied know that the bullying can and probably will occur again. This is not meant to be a one-time event.

**In this incident, is there a threat of further aggression?**    **Yes or No (circle one)**

4. **Intimate and Maintain Dominance**—Bullying is systematic violence used to induce terror. Terror struck in the heart of the child targeted is not only a means to an end; it is an end in itself. This is not a one-time act of aggression elicited by anger about a specific issue, nor is it an impulsive response to a rebuke.

**In this incident, is there terror?**    **Yes or No (circle one)**

\*\*\*To report an incident, please complete the form on the reverse side.

## **SPECIAL EDUCATION PUBLIC NOTICE**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Sikeston R-6 Schools assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Sikeston R-6 Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Sikeston R-6 Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Sikeston R-6 Schools has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Board of Education Office or any school counselor's office Monday through Friday during normal business hours of the location.

This notice will be provided in native languages as appropriate.

Revised August 15, 2013 (IGBA)

## **PUBLIC CONCERNS AND COMPLAINTS**

Sikeston R-6 is interested in resolving concerns and hearing complaints from the public regarding district programs and services so that they may be improved and better meet the needs of the students and the community.

The district encourages parents/guardians, students and other members of the public to first discuss concerns with the appropriate district staff prior to bringing the issue to the Board so that the issue may be thoroughly investigated and addressed in a timely fashion. The Board will not act on an issue without input from the appropriate district staff and may require a parent/guardian, patron or student to meet with or discuss an issue with district staff prior to making a decision in the matter.

The Board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the district or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint. The Board directs all district employees to cooperate in investigations of complaints.

Complaints regarding district compliance with nondiscrimination laws will be processed according to policy AC. Employee grievances will be processed in accordance with the established employee grievance procedure or as otherwise required by law. Other grievances or complaints for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure.

All district employees are expected to answer questions, receive input and professionally address concerns and complaints of parents/guardians, students and other members of the public. If an employee is unable to answer a question or resolve an issue, the employee must direct the person or the question to the appropriate district employee.

### ***Federal Programs***

In addition to general concerns and complaints, the Board is interested in resolving concerns regarding federal programs including, but not limited to, allegations that the district has violated a federal statute or regulation that applies to particular federal programs administered by the district or the Missouri Department of Elementary and Secondary Education (DESE) in accordance with Title I, Parts A, B, C, D; Title II; Title III, Part A.2; Title IV, Part A; Title VI; and Title VII, Part C of the No Child Left Behind Act.

The superintendent or designee is authorized to contact the district's private attorney for assistance in determining whether a violation has occurred. The superintendent or designee is authorized to immediately make changes to bring the district into compliance with federal law if the investigation determines that the law has been violated.

### ***Notice***

The district will notify all parents/guardians of the process for filing a complaint with the district, including the process outlined in this policy. In addition, the district will provide all parents/guardians a copy of DESE's No Child Left Behind Act of 2001 Complaint Procedures. If a person files a complaint regarding one of the listed federal programs, the person will be provided another copy of DESE's No Child Left Behind Act of 2001 Complaint Procedures if the issue is not resolved at the district level.

## ***Process for Resolving a Concern or Complaint***

The following steps are to be followed by parents/guardians, students or the public when concerns or complaints arise regarding the operation of the school district that cannot be addressed through other established procedures or informal communications with administration.

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Unsettled matters from (1) above or concerns or complaints regarding individual schools should be presented in writing to the principal of the school. If the complaint is regarding a federal program listed above, the complaint must specify the federal law or regulation alleged to have been violated and the facts supporting the allegation. The principal will provide a written response to the individual raising the concern within five business days of receiving the complaint or concern unless additional time is necessary to investigate or extenuating circumstances exist.
3. Unsettled matters from (2) above or concerns or complaints regarding the school district in general should be presented to the appropriate assistant superintendent or designee in writing. The assistant superintendent or designee will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
4. Unsettled matters from (3) above or concerns or complaints regarding the school district in general should be presented to the superintendent or designee in writing. The superintendent or designee will provide a written response to the individual voicing the concern within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
5. If the matter cannot be settled satisfactorily by the superintendent or designee, a member of the public may request that the issue be put on the Board agenda, using the process outlined in Board policy. In addition, written comments submitted to the superintendent or the secretary of the Board that are directed to the Board will be provided to the entire Board.
6. For most complaints, the Board's decision is final. However, if the complaint involves one of the federal programs listed above, the individual may appeal the issue to DESE.

## ***Documentation and Release of Information***

The district will maintain a copy of the complaint and documentation of any written resolution, when applicable, in accordance with law. If the complaint involves a federal program listed above, the superintendent or designee will complete a written summary of the investigation and, if a violation has occurred, a description as to how the matter was resolved. The written summary must be completed within 45 calendar days of the complaint being filed with DESE if the complaint is first filed with DESE.

Records will be released upon request when required by law. In situations where a violation of law has been alleged or determined or documents include legal advice or work product, the superintendent or designee will have the district's attorney review the documents before they are released to DESE, the person complaining or any other person.

Adopted: 5/10/1994

Revised: 1/12/2016

Anyone wishing more information about this procedure or how complaints are resolved may contact local district at 472-2581 or Department personnel.

## **PPRA NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Sikeston R-6 Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. (Policy JHDA)

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, Sikeston R-6 Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to:

Sikeston R-6 Schools  
Board of Education Office  
1002 Virginia Street, Sikeston, MO 63801

Sikeston R-6 Schools will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

*Date:* 2016-2017

*Grade:* 12<sup>th</sup>

*Activity:* **Character Education Survey**

*Summary:* This is an anonymous survey that asks students questions about character such as Kindness and Caring; Respect and Responsibility; Fairness and Honesty; and School Expectations.

*Opt-Out:* Contact Kim Thornbrough by phone: 472-8856; or by mail: 200 S. Pine, if you do not want your child to participate in this activity.

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*Date:* 2016-2017

*Grade:* 11<sup>th</sup> and 12<sup>th</sup>

*Activity:* **Directory Information**

*Summary:* Legislation, commonly known as No Child Left Behind (NCLB), has provided that school districts who receive federal funds, (which we do) upon request, must give military recruiters basic contact information about high school students. However, parents can request that this 'directory' of information be released only with their consent, as provided for in a federal law known as the Family Educational Rights and Privacy Act (FERPA). Accordingly, the Sikeston R-6 Schools specifies directory information, but only for the purposes of complying with the requirements of NCLB of 2001, to include the following kinds of information: Name of student, Address, Telephone number(s).

*Opt-Out:* Contact Seth Harrel by phone: 472-8856; or by mail: 200 S. Pine, if you do not want your child to participate in this activity.

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*Date:* 2016-2017

*Grade:* 3-12

*Activity:* **Bullying Prevention Survey**

*Summary:* During the spring semester, students in grades 3 through 12 and parents of students in grades pre-K through 12, will participate in a bullying survey. The survey will be designed to collect specific information such as the type, frequency, location and how students respond to bullying behavior. The results of the survey will assist the schools in evaluating their anti-bullying behavior program.

*Opt-Out:* Contact the school counselor no later than January 1 if you do not want your child to participate in this survey.

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*Date:* 2016-2017  
*Grade:* 3-12  
*Activity:* **Guidance Program Survey**  
*Summary:* During the spring semester, students in grades 3 through 12 and parents of students in grades pre-K through 12, will participate in a guidance counseling program survey. The survey is designed to collect information regarding parent and student knowledge of the program and their opinion of the quality of the guidance program in their school.  
*Opt-Out:* Please contact the school counselor no later than January 1 if you do not want your child to participate in this survey.

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*Date:* 2016-2017  
*Grades:* 1-12  
*Activity:* **Student Survey of Library**  
*Summary:* During the spring semester, students in grades 1 through 12 will participate in a library survey. The survey is designed to collect information regarding student knowledge of the library program and their opinion of the quality of the library in their school.  
*Opt-Out:* Please contact the school library media specialist no later than January 1 if you do not want your child to participate in this survey.

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*Date:* 2016-2017  
*Grades:* 1-9  
*Activity:* **Gifted Program Survey**  
*Summary:* During the spring semester, gifted students that are active in the E.A.G.L.E. Program in grades 1 through 9 and parents of these gifted students in grades 1 through 9 will participate in a gifted program survey. The survey is designed to collect information regarding parent and student opinion of the quality of the gifted program in their school. Information from the survey is used to address needs of the gifted program in assessing and planning for the future.  
*Opt-Out:* Please contact your child's gifted teacher no later than April 1 if you do not want your child to participate in this survey.

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*Date:* 2016-2017  
*Grade:* 8  
*Activity:* **Technology Literacy Assessment**  
*Summary:* The No Child Left Behind (NCLB) Act and Title II, Part D (Education Technology Program) have specific goals. One of the goals is that there is a mechanism in place (such as a survey) to ensure students are technology literate by the end of the eighth grade. The Census of Technology is the mechanism by which the state collects school data for reporting to the U.S. Department of Education.

*Opt-Out:* Please contact the building principal if you do not want your child to participate in the survey.

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*Date:* 2016-2017

*Grades:* 4-12

*Activity:* ***Network for Educator Effectiveness (NEE)***

*Summary:*

*Opt-Out:* Please contact the building principal if you do not want your child to participate in the survey.

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*Parents who believe their rights have been violated under the PPRA may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

## **NOTIFICATION OF RIGHTS UNDER FERPA FOR SIKESTON R-6 SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;  
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and  
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. Ref Policy JO

### ***Complaints of Alleged Violations:***

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office  
US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
  - a. Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
  - b. Names and titles of those school officials and other third parties involved;
  - c. A specific description of the education record around which the alleged violation occurred;
  - d. A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
  - e. The name and address of the school, school district, and superintendent of the district;
  - f. Any additional evidence that would be helpful in the consideration of the complaint.

For additional information or technical assistance, call (202) 260-3887 (voice) (800-877-8339 (TDD))

## **FEDERAL PROGRAMS PARENT / GUARDIAN NOTIFICATION**

No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district receiving Federal funds.

1. District must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.

2. At the beginning of each school year, a participating school district must notify the parent/guardians of each student attending a building that receives Title I funds that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not highly qualified.
4. When a school is identified for School Improvement, the district of year, an LEA must inform parents/guardians that their LEP child has been identified for participation in a language instruction educational program.
5. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

NOTE: For more information see Parent Information at <http://dese.mo.gov/quality-schools/federal-programs/parent-involvement>

## **504 PUBLIC NOTICE**

The Sikeston R-6 School District, as a recipient of federal financial assistance from the United States Department of Education and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The Sikeston R-6 School District assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The Sikeston R-6 School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed at your child's school counselor's office during operational hours or at the Board of Education Office.

This notice will be provided in native languages as appropriate.

# THE MISSOURI PARENT INVOLVEMENT RESOURCE CENTER

## (The Missouri PIRC)

The Missouri PIRC serves parents, schools, and community organizations throughout the state by providing a wide range of information, training, technical assistance, and resources to help parents promote their children's achievement in school. A collaborative effort of LIFT (Missouri's Literacy Resource Center), the Parents as Teachers National Center, Inc. (PATNC), ParentLink, Practical Parenting Partnerships (PPP), Missouri's Department of Elementary and Secondary Education (DESE), and the St. Louis Public Schools, the Missouri PIRC disseminates parent-related information to parents in all areas of the state. On another level, the Missouri PIRC partners provide intensive services targeted to parents in urban and rural communities in Missouri with children attending low-performing schools. During this three-year project, more parents will receive information and training to help them better understand Missouri's accountability system, their options and choices, and ways to improve their ability to help their children succeed in school.

Building upon existing, high-quality parent education and early education services and programs, the Missouri PIRC works closely with the state department of education to provide parents timely, accurate information so that they better understand Missouri's accountability system and the options and choices in No Child Left Behind. The PIRC training and technical assistance components assist parents and schools in strengthening their parent involvement policies, plans, and activities.

The Missouri PIRC employs a number of strategies and activities to share information and resources, including parent trainings, workshops, toll-free hotlines, print materials, and web sites. The Missouri PIRC also coordinates various Federal, state and local parental involvement initiatives.

The goals of the Missouri PIRC are:

- a. to improve parents' ability to support their child's academic achievement
- b. to expand and strengthen partnerships among parents, schools, and community organizations
- c. to coordinate a statewide comprehensive approach to improve student learning through parental involvement.

Information regarding The Missouri PIRC can be found at the following website:

<http://www.missouri-pirc.org/about.html>