

**2020-2021
SchoolYear**

Dear Parent(s)/Guardian(s), Under the Safe Schools Act effective August 1996, parents and guardians must be given a copy of the school's discipline policy. Each student will receive a folder that lists many of the rules and consequences for breaking them. The information in this letter is more detailed and up-to-date than the student folder. It is very important that you read the information and discuss it with your child.

Our goal at the elementary school is to teach students to be responsible citizens who are able to get along with others and make good decisions. We expect each student to respect themselves, others and the school. At the elementary level, incidents of violence, fighting, aggressive behavior, and other serious rule violations are not often problems. We are, however, working toward reducing the frequency of these incidents through consistent behavioral interventions. We are a PBS (Positive Behavior Support) school. This program involved being proactive in our discipline techniques and doing lots of training and practicing of appropriate behaviors with students. Even while PBS is being used, there are still times when serious consequences must be given to ensure everyone's safety. It is only with the cooperation and support of parents and guardians that we will accomplish our goal. **Also included: Family Educational Rights and Privacy Act of 1974 (FERPA)**

**Notification of Rights Under the Protection of Pupil Rights Amendment
(PPRA)Policy**

**JHDA Searches by School Personnel Bullying policy Immunizations in Pre-School Public
Notice/Surrogate Parent Announcement Safety and Security Plans School Directory Information Student
Due Process Rights Title IX: Nondiscrimination on the Basis of Sex Administering Medicine to Students
Complaint Resolution Procedure for IASA Programs Assessment Program No Child Left Behind "Right to
Know" Letter Title I Parent/Student/School Compact Grade 1-5 Title I Parent/ School Compact
Kindergarten Parent Involvement Policy-Title I, MEP, LEP Parent/Guardian Notification to Access Public
Insurance** Please sign and return the bottom portion of this page indicating you received this information.

Comments are welcome and will be evaluated to improve the elementary schools. Parent(s)/ Guardian(s) may use one form for more than one student in the elementary schools. , **Check each that applies.** _____ I received a copy of the Gasconade County R-II Elementary Discipline Policy, Family Educational Rights and Privacy Act of 1974 (FERPA), Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) Policy JHDA, Searches by School Personnel, Bullying policy, Immunizations in Pre-School, Public Notice/Surrogate Parent Announcement, Safety and Security Plans, School Directory Information, Student Due Process Rights, Title IX: Nondiscrimination on the Basis of Sex, Administering Medicine to Students, Complaint Resolution Procedure for IASA Programs, Assessment Program , No Child Left Behind "Right to Know" Letter, Title I Parent/Student/School Compact Grade 1-5, Title I Parent/ School Compact Kindergarten, Parent Involvement Policy-Title I, MEP, LEP, and Parent/Guardian Notification to Access Public Insurance.

Parent/Guardian Signature Name of student Grade/Teacher

Name
of student Grade /Teacher Name of student Grade/Teacher

GASCONADE COUNTY R-II ELEMENTARY DISCIPLINE POLICY

Student Code of Conduct

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, 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 Gasconade County RII 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.
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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.

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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 and document violations in the student's discipline file pursuant to law and Board policy.

Academic Dishonesty Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

First Offense: No credit for the work, grade reduction, or replacement assignment.

Subsequent Offense: No credit for the work, grade reduction, course failure, or removal from

extracurricular
activities.

Arson Starting or attempting to start a fire, or causing or attempting to cause an explosion.

First Offense: 1-10 days out-of-school suspension, referral to the superintendent for 11-180 days out-of-school suspension.

Subsequent

Offense:

Referral to the superintendent for 11-180 days out-of-school suspension.

Assault Against a Student Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense: 1-5 days in-school suspension, out-of-school suspension (may be shortened if

conference is held with parent/guardian).

Offense:

Subsequent

sion, referral to superintendent for suspension or expulsion.

Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense: Expulsion

Assault Against Staff Hitting, striking and/or attempting to cause injury to a staff member; placing a staff member in reasonable apprehension of imminent physical injury; physically injuring a staff member.

First Offense: 1-5 days in-school suspension, referral to the superintendent for long-term

suspension.

ion, 11-180 days out-of-school

Subsequent

Offense:

Attempting to kill or cause serious physical injury to a staff member; killing or causing serious physical injury to a staff member.

First Offense: Expulsion

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 taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.

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.

Bus or Transportation Misconduct (see Board policy JFCC) Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. Consequences will include warnings, recess detentions, calls home and in serious or repeated offenses, transportation privileges may be suspended or revoked.

Dishonesty Any act of 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.

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) Verbal, written, pictorial or symbolic language or gesture 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, recess detention, loss of privilege(s), in-school suspension, after-school detention, or 1-10 days out-of-school suspension (may be shortened if a parent/guardian conference is held).

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

Drugs/Alcohol (see Board policies JFCH and JHCD) 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: In-school suspension or 1-180 days out-of-school suspension or expulsion.

Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, 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: 1-180 days out-of-school suspension.

Subsequent Expulsion

Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit

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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.

Subsequent Expulsion.

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

First Offense: Principal/Student conference, in-school suspension, after-school detention, or 1-10 days out-of-school suspension. Subsequent Offense: In-school suspension, after-school detention, 1-180 days out-of-school suspension, or expulsion.

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

expelled.

False Alarms (see also "Threats or Verbal Assault") 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: Principal/Student conference, recess detention, loss of privilege(s), after-school detention, in-school suspension, or 1-180 days out-of-school suspension (may be shortened if a parent/guardian conference is held). Subsequent Offense: In-school suspension, after-school detention, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault") Mutual combat in which both parties have contributed to the conflict either verbally or by physical action. First Offense: Principal/Student conference, in-school suspension, recess detention, loss of

privilege(s), after-school detention, or 1-180 days out-of-school suspension (may be shortened if a parent/guardian conference is held). Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Harassment, including Sexual Harassment (see Board policy AC) 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, referral to the counselor, in-school suspension, out-of-school suspension. Subsequent In-school suspension, after-school detention, or 1-180 days out-of-school suspension

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Offense: (may be shortened if a parent/guardian conference is held). 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: In-school suspension, 1-180 days out-of-school suspension, or expulsion. Subsequent 11-180 days out-of-school suspension or expulsion.

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 1-180 days out-of-school suspension or expulsion.

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, or in-school suspension. Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Indecent Exposure Depantsing/mooning (the act of pulling or attempting to pull another person's or your own clothing down from the waist) or baring private body parts.

First Offense: Principal/Student conference, in-school suspension, after-school detention, 1-3 days out-of-school suspension (may be shortened if conference is held with the parent/guardian).
Subsequent Offense: 1-10 days out-of-school suspension, referral to the superintendent for long-term suspension.

Lost or Damaged Textbooks/Library Books Students are responsible for the care and return of each textbook and library book issued or checked out to them. If a book is lost, the student will be responsible for making restitution according to the following depreciation scale:

Less than 1 year old 100% of the replacement cost
1 year old 90% of the replacement cost
2 years old 80% of the replacement cost
3 years old 70% of the replacement cost
4 years old 60% of the replacement cost
5 years old 50 % of the replacement cost
The individual teacher will determine the extent of damage and will assess restitution of a damaged book. Severe damage will be assessed according to the depreciation scale for lost books.

Nuisance Items Possession or use of toys, games, MP3 players and other electronic devices (other than mobile phones) that are not authorized for educational purposes.

First Offense: Confiscation. Warning, principal/student conference, detention, or in-school suspension.

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Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Public Display of Affection Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense: Principal/Student conference, recess detention, loss of privilege(s), in-school suspension or out-of-school suspension. Subsequent Offense: In-school suspension and referral to

counselor, after-school detention, or 1-10 days

out-of-school suspension.

Technology Misconduct (see Board policies EHB and KKB and procedure

EHB-AP) 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, or in-school suspension. Subsequent Offense:

Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch.

First Offense: Confiscation, principal/student conference, detention, or in-school suspension. Subsequent Offense:

Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Violations of Board policy EHB and procedure EHB-AP other than those listed in (1) or (2) above.

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

Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

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

First Offense: Confiscation. Principal/Student conference, detention, or in-school suspension.

Subsequent Offense:

Confiscation. Principal/student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Theft Theft, attempted theft or knowing possession of stolen property.

First Offense: Principal/Student conference, return of property or restitution, in-school suspension, after-school detention, 1-180 days out-of-school suspension and/or referral to the superintendent for long-term suspension/expulsion.

Subsequent Offense: Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

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.

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Tobacco Possession, use, sale or distribution of any tobacco products on district property, district transportation or at any district activity.

First Offense: Confiscation of tobacco product. Principal/Student conference, in-school suspension or after-school detention. Subsequent Offense: Confiscation of tobacco product. In-school suspension, after-school detention or

1-10 days out-of-school

suspension.

Truancy or Tardiness (see Board policy JED and procedures JED-AP1 and JED-AP2)

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; arriving after the expected time class or school begins, as determined by the district.

First Offense: Principal/Student conference, 1-3 days in-school suspension, after-school detention, parent/guardian conference. Subsequent Offense: 3-10 days in-school suspension, after-school detention, parent/guardian conference.

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.

Vandalism (see Board policy ECA) Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

First Offense: Restitution. In-school suspension, 1-10 days out-of-school suspension (may be shortened if a parent/guardian conference is held). Subsequent Offense: Restitution. 11-180 days out-of-school suspension, or expulsion.

Weapons (see Board policy JFCJ)

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: Removal from the classroom, confiscation of weapon, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: In-school suspension or expulsion.

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 Board

upon

recommendation by the
superintendent.

Subsequent

Offense:

Offense:

**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.

Offense:

suspension or

Subsequent

Offense:

*Any offense, which constitutes a "violation of the district's
discipline policy" as, defined in Board policy will be
documented in the student's discipline record.*

Notification of Rights under FERPA For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of

age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1) The right to inspect and review the student’s education records within 45 days of the day the School receives a

request for access. Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student’s education records that the parent or eligible student believes

are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to privacy of personally identifiable information in the student’s education records, except to the extent

that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to

comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance
Office U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
DC 20202-8520

Notification of Rights Under the Protection of Pupil

Rights Amendment (PPRA) Policy JHDA

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected

areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

- a. Political affiliations or beliefs of the student or student’s parent;
- b. Mental or psychological problems of the student or student’s family;
- c. Sex behavior or attitudes;

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d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships; f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. *Receive notice and an opportunity to opt a student out of*

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a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and c. Activities involving collection, disclosure, or use of personal information obtained from students for

marketing or to sell or otherwise distribute the information to

others. 3. *Inspect*, upon request and before administration or use –

a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above marketing, sales, or

other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Gasconade County RII School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Gasconade County RII School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Gasconade County RII School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Gasconade County RII School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any

pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Searches by School Personnel

1. School lockers, desks and other district property are provided for the convenience of students and, as such, are

subject to periodic inspection without notice. 2. Student property may be searched based on reasonable suspicion of a violation of district rules, policy or law.

Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses and not in front of other students, unless exigent circumstances exist. 3. It is a privilege, not a right, to park on school grounds. The school retains the authority to conduct routine patrols

of any vehicle parked on school grounds. The interior of a student's automobile on school premises may be

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searched if the school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or district policy. 4. The administration will contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted. 5. School employees and volunteers, other than commissioned law enforcement officers, shall not strip search

students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is strip searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible. 6. During an examination, and if reasonable under the circumstances, school employees may require students to

empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or

screen a student for medical conditions.

School Resource Officers

The school resource officer (SRO) may interview or question students regarding an alleged violation of law. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

Interview with Police or Juvenile Officers/Other Law Enforcement Officials

- Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. It is the responsibility of the principal or designee to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.
- When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private. The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians unless the interviewer raises a valid objection to the notification.

Removal of Students from School by Law Enforcement Officials

Before a student at school is arrested or taken into custody by a law enforcement official or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parents/guardians that the student is being removed from school.

Interview with the Children's Division

Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. The district liaison will work with CD to arrange such meetings so they are minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

Contacts by Guardian Ad Litem and Court-Appointed Special Advocate

When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the school principal or designee must be notified. The principal will verify and record the identity of the individual through the court order that appoints him or her. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

Bullying

General In order to promote a safe learning environment for all students, the Gasconade County R-II School District 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 district wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying 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

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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.

Investigati on

- 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 anti-bullying 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.

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Training and Education

- The district's anti-bullying 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:
 - The procedure for reporting bullying.
 - The harmful effects of bullying.
 - Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
 - 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:
 - Cultivating the student's self-worth and self-esteem.
 - Teaching the student to defend him- or herself assertively and effectively without violence.
 - Helping the student develop social skills.
 - 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.

District policy on Staff/student electronic communications Policy GBH

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic

communication. The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members should communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m., unless extenuating circumstances dictate a deviation from those times. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use

district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website

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or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures. 2. A staff member's supervisor may authorize a staff member to communicate with students using the staff

member's personal telephone numbers, addresses, web pages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request. 3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including,

but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor. 4. The district discourages staff members from communicating with students

electronically for reasons other than

educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Immunizations in Pre-School

District-Sponsored Preschool, Daycare Centers and Nursery Schools

- No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized, that immunizations are in progress or that the student has an immunization exemption as permitted by law.
- Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will only verify whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.
- The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

Public Notice / Surrogate Parent Announcement

All public schools are required to provide a free and appropriate public education to all students with disabilities, including those attending private/parochial schools, beginning on the child's third birthday to age twenty-one (21), regardless of the child's disability. Disabilities include: Autism, Mental Retardation, Hearing Impaired or Deafness, Speech or Language Impairment, Visual Impairment or Blindness, Emotional Disturbance, Orthopedic Impairment, Traumatic Brain Injury, Other Health Impaired, Specific Learning Disability, Deaf Blindness, Multiple Disabilities, or Young Child with a Developmental Delay.

The public 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 's First Steps Program.

All public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. Parents have the right to

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request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. 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). You may contact your local school district if you wish to review the requirements provided by FERPA.

The public school has developed a Local Compliance Plan for implementation of Special Education and this Plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. The Local Compliance Plan is a written narrative which describes the district's plan for compliance with the requirements for identifying and serving all students with disabilities. Included in this plan are the policies and procedures which the district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. The plan also describes the assurances that services are provided in compliance with the requirement of 34 CFR 76.301 of the General Education Provision Act.

Public schools in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) who reside in the district or whose parent/legal guardian resides in the district. This census is compiled as of December 1 of each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian's name/address; birth date and age of each child; and each child's disability or suspected disability. Should the district fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted.

Pursuant to the requirements of state law 162.997-999 RsMO, the State Board of Education is required to appoint a surrogate parent at such time as it becomes evident that a child with a disability does not have a parent or a person acting as a parent to participate in matters dealing with the provision of special education. For purposes of surrogate parent appointment, A parent is defined as a biological parent, a guardian, or a person acting as a parent of a child including, but not limited to, a grandparent, step parent, or a foster parent with whom the child lives. The term does not include the State if the child is a ward of the State. The term does not include a person whose parental rights have been terminated.

The local school district is given the responsibility to determine when a child with a disability who requires special education and who resides in the District is without a parent. The District must notify the Missouri Department of Elementary and Secondary Education of the need to appoint a surrogate parent. Training for such persons serving as surrogate parents will be provided by the Missouri Department of Elementary and Secondary Education and the district.

This notice can be provided in languages such as Chinese, Spanish, Arabic, and Vietnamese or any other language as may be necessary.

If you have a child with a disability or know of a child with a disability who is not attending the public school; or, if you are interested in learning more about volunteering to serve as a surrogate parent for a child with a disability you may contact your school district's Director of Special Education at 573-437-5171.

Safety Security Plans

Gerald Elementary School Owensville Elementary 1.

Prevention Plans

a. Identification

i. A checklist of warning signals that could lead to violence or other behavioral problems has been developed. Services that are in place to deal with each behavior listed will be included with the checklist. ii. A list of students who exhibit one or more of the warning signals will be developed annually. See

Sections III and IV for the checklist of warning signals and intervention strategies.

b. Interventions

- i. Counselors are in place at all elementary schools to do individual and group counseling. ii. Class and school size have been reduced. iii. Communication and coordination with the local police force will ensure that there are safe routes to and from school. iv. The Federal Government's publication *Early Warning: Timely Response - A Guide to Safe Schools* will be available to staff in each building. c. Building Security and Safety Procedures
- i. Supervised access to the building and grounds ii. Supervision at critical times and a plan developed to deploy staff to areas where incidents are likely to occur (for example, hallways, between classes, restrooms). iii. Students prohibited from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors. iv. Surrounding school grounds, including landscaping, playgrounds, and parking lots are monitored.
- v. Volunteers/visitors sign in/out of the building and wear a badge or button. vi. Adults are visible throughout the school building vii. All exterior doors are locked and on a buzzer system. viii. Zero tolerance of threats against the safety and well being of any individual within the school community

2. Crisis Plans

a. Each elementary school has an alternate facility to house students in case of an emergency evacuation

until students can be released to a parent (or other designated adult) or bussed home. b. A composite

release form containing the names of all students, teacher's name, parent's name(s), and a space for signature will be used when the student is released to a parent or designated adult. c. A keyword or phrase will be used as notification of an emergency/crisis situation. Teachers will follow

procedures developed to keep students safe. d. Non-classroom teachers and aides are assigned duties in the event of an emergency/crisis situation. **3. Checklist of Warning Signs for Troubled Youth**

1. Social Withdrawal 2. Excessive feelings of isolation and being alone 3. Excessive feelings of rejection 4. Being a victim of violence 5. Feelings of being picked on and/or persecuted 6. Intolerance of differences and prejudicial attitudes 7. Drug use and/or alcohol use 8. Affiliation with gangs 9. Inappropriate access to, possession of, and/or use of firearms 10. Serious threats of violence 11. Low school interest and poor academic performance 12. Uncontrolled anger 13. Patterns of impulsive and chronic hitting, intimidation and/or bullying behaviors 14. History of discipline problems 15. History of violent and/or aggressive behavior **4. Intervention Strategies**

These strategies are matched with the warning signs listed above.

- Counselor's classroom lessons (MO Model Guidance Program) 1-15

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- Group Counseling 1-15
- Individual Counseling 1-15
- Character Education Program 1-15
- School Based Social Worker 1-15
- Parent Contacts (home visit, phone call and/or conference) 1-15
- Outside Agency

Referral

- (Hotline, DFS, FOCUS, Police, Juvenile Office, etc) 1-15
- Tutoring (grades 3-5) 11
- Title I (grades K-5) 11
- Drug Education Program (DARE grade 5 4,7,8
- Homework Club 11

Family Educational Rights and Privacy Act (FERPA) Model Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Gasconade County R-II School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Gasconade County R-II School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the

Gasconade County R-II School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
 - Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Gasconade County R-II School District to disclose directory information from your child's education records with your prior written consent, you must notify the District in writing.

The Gasconade County R-II School District designates the following items as Directory Information: student's name, parent's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.) weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photographs, including photographs of regular school activities, that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy

Student Due Process Rights

All students are afforded due process as guaranteed by constitutional provisions. The process will be in accordance with state law and with the provisions outlined in the Board of Education policies and regulations on student suspension and student expulsion. Any suspensions shall be subject to review and final action of the Board of Education in accordance with Section 167.161 and 167.171, RSMO If a student is suspended, he/she is entitled to:

1. know the reason for the suspension (written or verbal)

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2. know the kinds and sources of evidence against him/her.
3. to tell his/her side of the story, and 4. if suspended more than 10 days, is entitled to a hearing by the

Superintendent of Schools. Suspensions for more than 10 days are stayed by filing an appeal with the Superintendent unless it is determined that the student presents a danger to persons or property or an ongoing threat of disruption of the academic process.

Title IX: Nondiscrimination on the Basis of Sex

Title IX of the Educational Amendments of 1972 provides as follows: No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

It is the policy of the Gasconade County R-II School District to maintain a learning and working environment that is free from discrimination on the basis of sex. The school district does not and will not discriminate on the basis of sex in the educational programs, activities, and vocational opportunities offered by the district. The provisions of Title IX extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities and to individuals with whom the Board does business.

Administration of Medications to Students

With the exception of students in special education programs, or those with Section 504 Accommodation Plans, the school district is not obligated to supply or administer medication to students.

The district shall not knowingly administer medication in an amount exceeding the recommended daily dosage listed in the Physicians Desk Reference (PDR) or other recognized medical or pharmaceutical text. Nurses must use reasonable and prudent judgment to determine whether or not to administer particular medications to students while also working in collaboration with parents and 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 will not administer any medication which has not been approved by the FDA. Over-the-counter medications will be administered according to the specific directions outlined on the manufacturer's label and pursuant to established district administrative policies.

Due to medical policies and safety for all children, school personnel will only dispense medication if certain criteria are met. For prescription medication, the students authorized prescriber shall provide written request that the medication be given during school hours. The request must include:

Student's Name Name of Medication Dosage Frequency of Administration Route (i.e. oral, injection) Prescriber's name Parents/guardians must apply in writing that the District comply with the prescriber's request to give medication at school. The medication must be in the original container with the prescription label attached, and it must be brought to school by a parent or adult. No prescription medication can be transported on the bus by a child. The school will not give the first dose of any medication and has the right to refuse to give any medication.

A written request by the parent/guardian will be required prior to administering any over the counter medications. For all medications, the school nurse or designee must maintain thorough documentation.

Complaint Resolution Procedure for Improving America's Schools Act Programs

Standard Complaint Resolution Procedure for
NCLB

Missouri Department of Elementary & Secondary Education NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a

Complaint There are both formal and informal complaint procedures. A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated, 2. facts, including documentary evidence that supports the allegation, and 3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board, 2. central filing of procedures within the district, 3. addressing informal complaints in a prompt and courteous manner, 4. notifying the SEA

within 15 days of receipt of written complaints, 5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional

conditions exist, 6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such

findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and 7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

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Formal Complaints Initially Received by the SEA Office 1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated. 2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education. 3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children. 4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeals

Appeal to the SEA

1. Record. Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated. 2. Investigation. The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit. 3. Hearing. If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA 1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based. 2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision. 3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed. 4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education 1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA. 2. A report of final disposition of the complaint will be filed with the U.S. Department of Education. 3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

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Procedure Dissemination 1. This procedure will be disseminated to all interested parties through the agency webpage

at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv. 2. This guidance will be

distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures. 3. DESE will also keep records of any complaints filed through this policy.

Assessment Program

The Board supports the establishment of a district-wide educational assessment program as one indication of the success and quality of the total education program in the school district. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the district-wide assessment program 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 have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. Student Counseling - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. Instructional Change - To provide data which 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; and
 - c. Help the Board of Education adopt instructional policies.
4. School and District Evaluation - To provide indicators of the district toward established goals.

In the continual effort to improve the effectiveness and efficiency of instruction, the assessment program will address the types of tests administered, include a description of how assessment results will be used and disseminated as well as identify areas for instructional improvement. The district will implement components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. The district's assessment program shall test for student competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics.

The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students. The Board, in cooperation with the administrative and instructional staff, will annually review student performance data and use this information to evaluate the effectiveness of the district's existing curricular and instructional programs, making adjustments as necessary.

The needs of these various groups shall be clearly identified, and the assessment program shall be limited to obtaining information, which is needed and useful.

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. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning assessment programs, the district will focus on the administration of criterion-referenced tests in assessing basic competencies. The district will also incorporate traditional and performance-based test taking strategies in the instructional process.

Confidentiality will be maintained with regard to the individual test scores and other information derived from the district's

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assessment program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff. These tabulated results may only be released as required by law.

Districts will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Act (IDEA).

Student Participation in Statewide Assessments

Any student, other than a student receiving special education services, scoring at the lowest level of proficiency, in any subject, at any grade level under the statewide assessment established by state law is required by state law to retake that assessment in the following year. The district must evaluate student progress after the initial assessment and report the progress in the aggregate at the building level as part of the annual report issued to patrons of the district. The district is required to report only the scores of students meeting the district's attendance policy, and no report shall disclose student achievement data in such a manner that would personally identify any student. The district may establish a system of rewards and punishments designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment established by law.

This policy 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.

No Child Left Behind Information “Right to Know” Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according The No Child Left Behind Act of

2001 (Public Law 107-110), have the right to know. Upon request, our district is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which the state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent –

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

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Title I Elementary Parent School Learning

Compact Our school envisions the highest level of success for every student. To accomplish this Parents teachers and students must work together in a collaborative partnership. Please complete and sign the part of this agreement that applies to you.

Title I Staff and all Teachers:

- ❖ Teach necessary concepts to your child.
- ❖ Be aware of the needs of your child.
- ❖ Communicate with you on your child's progress.
- ❖ Provide a safe, positive, and healthy learning

environment for your child. ❖ Respect the cultural differences of children and their families.

Signature (on behalf of Staff) Date _____ Principal's

Student: I know my education is important to me. It will help me become a better person. I agree to do the following:

- ❖ Return completed school work on time.
- ❖ Be at school on time unless I am sick.
- ❖ Be responsible for my own behavior.
- ❖ Help to keep my school safe.
- ❖ Respect and cooperate with other students and adults.

Student's Signature Date _____

Parent/Caring Adult I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

- ❖ Provide my child with a quiet place to complete schoolwork and to encourage doing his/her
best.
- ❖ Make sure my child get adequate sleep each night and has a healthy diet.
- ❖ Make sure my child is at school on time.
- ❖ Spend at least 15 minutes a day reading to/with my child.
- ❖ Communicate and work with teachers and school staff to support and challenge my child and
visit in the
classroom.

Parent's Signature Date _____

* This compact is a part of a Title I, ESEA effort designed to encourage a school based partnership that will help all students succeed.

Title I Kindergarten Parent School

Learning Compact Parent/Caring Adult I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

1. Provide my child with a quiet place to complete schoolwork and to encourage to do his/her best.
2. Make sure my child get adequate sleep each night and has a healthy diet.
3. Make sure my child is at school on time.
4. Spend at least 15 minutes a day reading to/with my child.
5. Communicate and work with teachers and school staff to support and challenge my child and visit in the

classroom. Title I Staff
and all Teachers:

1. Teach necessary concepts to your child.
2. Be aware of the needs of your child.
3. Communicate with you on your child's progress.
4. Provide a safe, positive, and healthy learning environment for your child.
5. Respect the cultural differences of children and their families.

Parent / Family Involvement in Instructional and Other Programs

The Gasconade County R-II 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:

a. Keeping parents/families informed of opportunities for involvement and encouraging participation in

various programs. b. Providing access to educational resources for parents/families to use together with their children. c. Keeping parents/families informed of the objectives of district educational programs as well as of their

child's participation and progress within these programs.

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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. 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.

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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.

Parent/Guardian Notification to Access Public Insurance

Dear
Parents/Guardians:

For a number of years, Missouri has participated in a federal program called Medicaid School Based Services. The program helps school districts by providing partial reimbursement for some medically related services listed on a student's individualized educational program (IEP). Under the Individuals with Disabilities Education Act

(IDEA), school districts are permitted to seek payment from public insurance programs such as Medicaid (called MO HealthNet in Missouri) for some IEP services provided at school.

In 2013, the requirements under the IDEA changed to be less burdensome for parents/guardians and schools. Before a school district may access your public insurance for the first time and every year thereafter, school districts must provide parents/guardians with written notification. So what does that mean?

What will you be asked to do? You will be asked to give your consent in writing one time to release information from your child's education records, including information about the services your child receives through the IEP. This information is being released for the purpose of billing MO HealthNet and seeking partial payment for some medically related IEP services under the IDEA.

What type of information will be in the consent form? The consent form must tell you the personally identifiable information that may be disclosed, such as your child's name, date of birth, Social Security number (if provided), Medicaid number or other identification, disability type, IEP and evaluations, types of services, times and dates of service, and progress notes. The consent form must also tell you the purpose of the disclosure (e.g., payment from MO HealthNet) and the agency that will get the information.

What does it mean if you give your consent? By consenting, you state you understand and agree that your MO HealthNet insurance will be billed to partially pay the cost of IEP services and that the necessary information about your child and the IEP services may be shared with the MO HealthNet Division, a contracted billing agent, and/or a physician to obtain necessary supporting documentation (e.g., physician scripts, referrals) in order to access your MO HealthNet benefits.

Can you be required to enroll with the MO HealthNet Division (MHD) for public insurance? You cannot be required to sign up for or enroll in public insurance for your child to receive a free appropriate public education, including IEP services.

Will your consent affect your family's MO HealthNet benefits? No. Reimbursed services provided by your school district do not limit coverage, change eligibility, affect benefits, or count against visit or funding limits in MO HealthNet programs.

What if you change your mind? You have the right to withdraw consent to disclose your child's personally identifiable information to the MO HealthNet Division for billing purposes at any time.

Will your consent or refusal to give consent affect your child's IEP services? No. Your school district must provide all required IEP services to your child at no cost to you, whether you give consent or refuse to give consent for purposes of the school accessing your MO HealthNet benefits.

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What if you have a question? Please call your school district's Special Education Department with questions or concerns at 573-437-5171.

