

CENTER SCHOOL DISTRICT 58
STUDENT/PARENT BOARD POLICY HANDBOOK
2020-2021 School Year

Please refer to your grade level/school manual for specific academic and social-emotional procedural information tied to the implementation of the board policy.

For a complete list of [all board policies](#), please go to Center School District's website under Board of Education.

Beverly Cunningham, Board President

Dr. Yolanda Cargile, Superintendent

ACADEMIC POLICIES

A+ Program

The Center School District #58 encourages its students to further their education and training after they graduate from the district. For that reason, the district will participate in the state A+ Scholarship Program to provide students an opportunity to attend postsecondary education at a low cost. The district will follow the requirements as established by state law and regulation for the implementation and administration of its A+ Schools Program. The district shall employ an A+ Schools Program coordinator, as required by law.

Program Goals

The Center School District #58 has established the following goals and performance standards:

1. All students graduate from high school.
 - ▶ 85 percent or more
2. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations.
 - ▶ Meet APR at "High 1" Status for Combined Standards - Advanced Courses, Career Education
3. All students proceed from high school graduation to a college, postsecondary career-technical school or high-wage job with workplace skill development opportunities.
 - ▶ Meet APR at "High 1" Status for Combined Standards - College and Career Placement

Citizenship Component

An important component of the A+ Schools Program is the fostering of good citizenship in our district's students. A student demonstrates good citizenship by showing respect for self, law, property and the rights of others. Students have not demonstrated good citizenship if, while in grades nine through twelve, they have:

1. Pled guilty or *nolo contendere* (no contest) to, received a suspended imposition of sentence or suspended execution of sentence for, agreed to a deferred prosecution for, or been convicted or found guilty of a misdemeanor or felony.
2. Unlawfully used or possessed drugs, drug paraphernalia or alcohol on or off school property.
3. Had an out-of-school suspension.
4. Violated the district's rules governing academic dishonesty (plagiarism, cheating, etc.).

Participation Agreement, Discipline and Appeal

All students wishing to participate in the A+ Schools Program must submit a completed A+ Participation Agreement. If the coordinator determines that a student who has submitted a participation agreement has violated the terms of that agreement or district policies or procedures regarding A+ participation, the coordinator will notify the student in writing and may put the student on probation or expel the student from the program. The student or the student's parents/guardians may appeal expulsions from this program, in accordance with written district procedures, to the Board of Education or to a committee of Board members appointed by the president of the Board and given the authority to act for the Board. The Board or the Board's committee will hear the student's appeal in closed session and will notify the student of its decision.

Board Policies tied to Center School District A+ Schools Program include:

[A+ Schools Program](#) (JFCL)

[A+ Schools Program: Administrative Procedure](#) (JFCL-AP1)

Assessment Program

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

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

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

Board Policies tied to Center School District assessment program include:

[Assessment Program](#) (IL-1)

[Testing Integrity and Security](#) (ILA)

At-Risk Students

The goal of the Center School District #58 is to ensure that all high school graduates are college- or career-ready. In furtherance of that goal, the superintendent or designee will implement K–12 programs designed to identify students who are not performing to their potential and assist those students in graduating with their peers with the skills and knowledge necessary to be successful in college or a career upon graduation.

If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from any part of this policy.

Identification of Ninth-Grade Students at Risk

In accordance with law, the principal or designee will identify all current ninth-grade students and all students who transfer to the district after ninth grade who are at risk of not being ready for college-level work or entry-level career positions. The identification will be made based on the following information, in addition to other information the principal considers relevant:

1. The student's performance on the Missouri Assessment Program (MAP) test in eighth grade in English language arts and mathematics. The district may also consider the results of other assessments in English language arts and mathematics. If the student transferred from another state or country, the district will consider the student's performance on comparable assessments taken in the other state or country.
2. The number of district students taking remedial courses at the college level as reported by the Department of Higher Education.
3. The student's attendance rate.
4. The number of credits the student has earned toward graduation at the end of the first semester of high school and at the end of the student's first year of high school.
5. Student behavior and discipline.

Once a student is identified as at risk, the district will provide appropriate academic and career counseling to attempt to provide the student with opportunities to graduate on time and college- or career-ready.

Other Programs

The superintendent or designee is authorized to create and implement other programs designed to assist students of any grade level who appear to be at risk of dropping out of school or failing to graduate from high school college- or career-ready.

Students Leaving School Prior to Graduation

Students 16 years of age or older who leave school for any reason other than to attend another school, college or university or enlist in the armed services will be reported to the state literacy hotline at the Department of Elementary and Secondary Education, as required by law. In addition, students who drop out of school will be offered follow-up counseling and services to facilitate their return to school and the completion of their education.

Board Policies tied to Center School District at-risk students include:

[At-Risk Students](#) (IGBD)

Programs for Gifted Students

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.
2. Include a systematic process for the identification and selection of gifted students at all grade levels. The identification process will include alternative identification plans designed to identify gifted students who are traditionally under identified and underserved, such as students with language differences, cultural differences, special educational needs and those from families living in poverty.
3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.
4. Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.
5. Include activities beyond the level usually provided in regular school programs that particularly contribute toward meeting the identified unmet needs of participating students.

The superintendent will designate a member of the district's professional staff to serve as the coordinator of gifted education. The coordinator is responsible for:

1. Overseeing the gifted education program.
2. Facilitating the process by which parents/guardians may request a review of the decision that determined their student did not qualify to receive services through the district's gifted education program.
3. Completing and submitting the application for a gifted education program through Core Data in a timely manner.
4. Reporting instructional positions and assignments of gifted program personnel through Core Data in a timely manner.
5. Completing an annual evaluation report before June 30 of each year that will be available in the central office.
6. Maintaining in the central office a description of the program's goals, learner objectives and activities as well as the annual program evaluation report.

Parent/Guardian Request for Review

Parents/Guardians who receive notice that their student has not met the eligibility requirements to receive gifted services will be informed that they may request a review of that decision by contacting the district's coordinator for gifted education or an administrator in the school the student attends. If the request is made to an administrator, the administrator will forward the request to the coordinator.

The coordinator will arrange a conference with the parents/guardians to explain the identification process used by the district, including benchmarks and standards used by the district to identify the students eligible for services.

The coordinator will provide the parents/guardians with information specific to their student, including the results of any testing, assessment or evaluation of the student, and will assist the parents/guardians in interpreting the results.

The coordinator is not permitted to discuss any information about other identifiable students but may share aggregated information, such as how many students were considered for the program and how many were accepted.

The coordinator will share information with the parents/guardians regarding any enrichment activities, clubs and student groups available to all students that, based on the student's results, might be of interest to their student. The coordinator will also share information about the district options for student acceleration.

If, during the review, the coordinator identifies any error in the eligibility determination process that may have resulted in an incorrect determination, the coordinator will arrange to have the student re-evaluated for eligibility. Otherwise, the initial eligibility decision will stand.

Board Policies tied to Center School District programs for gifted students include:

[Programs for Gifted Students](#) (IGBB)

Promotion, Acceleration, and Retention of Students

The Center School District #58 is committed to the continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies.

When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students in the Center School District will normally progress annually from grade to grade based on evidence that they have achieved and mastered the objectives for a given grade or subject or progressed consistent with their IEP. Automatic promotion of students, however, is considered inappropriate. A student may be retained in the same grade level when, in the judgment of the professional staff, retention is in the best educational interest of the student. While consideration of a parent's wishes about the retention of a child is important, the final decision about retention will be made by the professional staff.

Remediation as a Condition of Promotion

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate. The district may

require parents/guardians of such students to commit to conduct home-based tutorial activities with their children.

Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate public education, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

The Board of Education directs the superintendent to establish regulations and/or administrative procedures to ensure that the decision to retain a student is made according to the following guidelines:

1. The parent or guardian's interest and involvement in a decision about retention should be considered. Communication about the possibility of retention will be communicated to parent or guardian as soon as the possibility is recognized.
2. The reason for retention will be based upon an academic achievement deficit.
3. Careful attention will be given to objective test data, student attitude, chronological age, results of psychological evaluations (if any), previous retentions, teacher recommendation.
4. Interventions by teacher and principal prior to retention will occur.
5. A student receiving special education services will not be retained because of his or her disability. Retention issues will be addressed by the IEP team.

Board Policies tied to Center School District promotion, acceleration, and retention of students include:

[Promotion, Acceleration, and Retention of Students](#) (IKE)

[Promotion, Acceleration, and Retention of Students](#) (IKE-R1)

Students with Disabilities

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities. The district seeks to identify and evaluate students who may have disabilities as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The district will provide students with disabilities a free and appropriate public education as required by law.

The superintendent or designee is directed to create procedures to assist the district in properly identifying, evaluating and serving students with disabilities who need accommodation to participate in the district's educational programs.

Section 504 and ADA Compliance Officer

The district designates the compliance officer listed in policy AC as the district's Section 504 and ADA compliance officer. All complaints or concerns regarding illegal discrimination must be brought to the attention of the compliance officer.

Notice and Child Find

District publications will include notification to students and the public that the district does not discriminate on the basis of disability in admission or access to, or treatment in, its programs or activities. The notice will provide district contact information for members of the public to notify the district if they know or believe that a child may have a disability.

Grievance Procedure

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

Board Policies tied to Center School District special education policies include:

[Accommodation of Students with Disabilities](#) (IGB)

[Special Education](#) (IGBA-1)

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, develop appropriate procedures for maintaining student records and standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The superintendent and building principals will develop a student records system that includes protocols for releasing student education records. Principals are responsible for maintaining and protecting the student education records in each school. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Definitions

Eligible Student – A student or former student who has reached age 18 or is attending a postsecondary school.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Student – Any person who attends or has attended a school in the school district and for whom the district maintains education records.

Health Information

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal or inappropriate disclosure by adherence to the principles of confidentiality and privacy. The information shall be protected regardless of whether the information is received orally, in writing or electronically and regardless of the type of record or method of storage.

Parent and Eligible Student Access

All parents may inspect and review their student's education records, seek amendments, consent to disclosures and file complaints regarding the records as allowed by law. These rights transfer from the parent to the student once the student becomes an eligible student; however, under the Missouri Sunshine Law, parents maintain some rights to inspect student records even after a student turns 18. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified.

If a parent or eligible student believes an education record related to the student contains information that is inaccurate, misleading or in violation of the student's privacy, the parent or eligible student may use the appeals procedures created by the superintendent or designee to request that the district amend the record.

The district will annually notify parents and eligible students of their rights in accordance with law.

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.

The school district designates the following items as directory information.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital

images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information – In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to: parent groups or booster clubs that are recognized by the Board and are created solely to work with the district, its staff, students and parents and to raise funds for district activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

Law Enforcement Access

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

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

Children's Division Access

The district may disclose education records to representatives of the CD when reporting child abuse and neglect in accordance with law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.

Military and Higher Education Access

The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

Board Policies tied to Center School District student records include:

[Student Records](#) (JO-1)

ATHLETICS/ACTIVITIES

INTRODUCTION

Welcome to the Yellowjackets activity/athletic program. Hopefully, your decision to take advantage of our extracurricular or co-curricular programs will be a rewarding learning experience for you. The activities department encourages you to take advantage of as many programs as your time and talent will permit in order to increase your opportunities to grow emotionally, mentally, socially and physically through a wide variety of school activities.

Research indicates a student involved in extracurricular and /or co-curricular activities has a greater chance of success during adulthood, they have higher GPA's, higher SAT/ACT scores, better attendance, lower drop-out rate, fewer discipline problems, fewer legal problems, less likely to become a teen parent, to use drugs or tobacco, less likely to become obese or have health problems, and are more likely to graduate, attend college, vote, volunteer and participate in civic activities. Many of the character traits required to be a successful participant in activities are exactly those that will promote a successful life after high school. (NIAAA)

PHILOSOPHY

We believe that interscholastic athletics and a strong vibrant activities program supplements the secondary academic curriculum. As such, it becomes a vital part of a student's total educational experience. The Core Value Cornerstone values in which our program has been built are 1. Integrity; 2. Servant Leadership; 3. Team Concept; and 4. Family.

GOAL STATEMENT

Student activities and athletics shall be an integral part of the total educational experience assisting students to acquire the skills necessary to work as a member of a group or team teaching students the important attributes of good citizenship.

RISK WARNING

The purpose of athletics is to promote physical, mental, moral, social, and emotional wellbeing. The purpose of coaches and athletic personnel is to demand a higher standard of conduct to enforce rules and regulations set forth by the Athletics Department and MSHSAA. This includes teaching the fundamental skills that will enhance the ability of the individual and the team as a whole.

Participating in Interscholastic athletics is a RISK that can result in potential disease and injury at a minor, serious or even life threatening capacity. Such injuries may include but are not limited to general health and wellbeing, brain, cardiac, serious injury of internal organs, bone, joints, ligaments and muscles, tendons and impairment, skin fungus and transferred disease. It is impossible to eliminate all risks; it is the participant's responsibility to reduce all risks.

Having been so cautioned and warned I still desire to participate in the interscholastic sports program, and fully understand all risks. I am also aware of the responsibilities of all coaches and administration to provide due process and grant them permission to provide necessary medical treatment. I state the following medical information is accurate and current.

RESPONSIBILITIES

Participation in the Center School District sponsored activities program is a privilege requiring adherence to high standards of citizenship and academic progress. Student participation requires compliance to the following responsibilities:

1. Striving to achieve citizenship and desirable social traits such as emotional control, honesty, cooperation, dependability, and respect for others and their abilities.
2. Maintaining academic and eligibility standards as established by the Center School District. The Missouri State High School Activities Association (MSHSAA), Center Middle School and Center High School.
3. Learning the spirit of hard work and sacrifice.
4. Learning to attain physical fitness through good healthy habits.
5. Showing respect for authority and property.

BASIC GUIDELINES FOR PARTICIPATION

- Students are free to make their own selections to the sports and/or activities in which they wish to participate. Dual Sporting however can only happen at the High School level. It is the CHS administrative procedure that students facing a conflict between two CHS sponsored activities will be given a choice of which to attend. Students are not to be penalized by the activity/sport not attended.
- A student who has tried out for a sport and decides to leave the sport will not be eligible to begin practicing for another sport before the end of the season of the sport that was dropped. An exception to this rule requires a signed release card from the head coach of the dropped sport and the acceptance of the student by the coach of the new sport.
- All students participating in school sponsored activities will be transported to the events by school arranged transportation. The only exception of this rule is when a parent/guardian makes a request to transport the student and contacts the head coach or sponsor personally through written consent. High School Students who drive to in-district practice facilities for practice will be required to have on file with the Activity Director office a permission slip signed by their parents. If a student rides to practice with another student, their parent and the parent of the driver will have to sign a release form. This form will also have to be on file at the A.D. office.
- If it is necessary to be absent from practice the student is expected to obtain permission from the head coach prior to the scheduled practice.
- Students must be in attendance a minimum of ½ day of school to participate in any school sponsored activity for that day and in school on the Friday before a weekend activity. Exceptions are granted with administrative approval only for excused absences.
- A student who is truant or suspended, including in-school-suspension, will not be eligible for competition until the disciplinary requirements established by the school have been completed.

- Students must complete school or classroom discipline obligations prior to participation in an activity, practice or event. Exceptions require a High School administrator's approval.
- The use of alcohol, tobacco, or non-prescription drugs will result in disciplinary action at the discretion of the head coach or school administrator. Penalties can include removal from the team or activity.
- If a student is expelled or placed on long-term suspension by the Office of the Superintendent for more than 10 days, the student is ineligible to participate in any school sponsored and/or MSHSAA regulated activity for the remainder of the current school year.
- Each student has the right to Due Process, in the event of removal from a team or activity. A participant may appeal the removal decision and bring their case before the Activities and Athletics Panel. Each panel will consist of a Head Coach from another team or activity, a school administrator, a school certified teacher, and a student from a non-related sport or activity. Deliberation and a decision of granting appeal will take place during the meeting.

SELECTIONS TO PROGRAMS

Coaches and sponsors of the Center School District are responsible for the selection of all participants for their teams or programs.

Coaches and sponsors are expected to assemble the most competitive team or group as possible.

All eligible students, regardless of class designation, will have the opportunity to participate at the highest activity performance level.

Student participation on non-school sponsored teams or performance groups does not guarantee participation on school sponsored teams or performance groups.

The primary goal of competitive activities/athletics is to be as successful as possible while following the rules of sportsmanship. Regardless of the time spent in actual competition, a student can learn group goals, commitment, respect for others and self-worth by being a member of a team or activity.

INDIVIDUAL SPORT RULES AND REQUIREMENTS

Each Individual Sport will have separate rules and regulations set forth by the coach. An informational meeting for all eligible team players will be held to outline and review their Individual Sport Rules and Regulations. Any violations of the Individual Sport Rules and Regulations will be enforced by administration. A copy of these rules will be on file in the Athletics Department. All participants have the Right of Due Process; an appeals committee has been created to facilitate any hearings.

CONSEQUENCES OF DRUG, ALCOHOL AND TOBACCO OFFENCES

In order to protect all student fourth amendment right to search and seizure, random drug testing will not be done in the Center School District. To provide for the health and safety of all

participants a no tolerance rule has been set in place. Participants must agree not to use any illegal substance while involved in high school activities and athletics. While in season, participants that violate this policy will be suspended from sports or clubs and are subject to all consequence in keeping with board policy.

DRUGS – Controlled or Illegal Substances

A student shall not possess, use, cause to be used, or attend school while under the influence or have consumed any substance considered illegal or controlled by the Food and Drug Administration. This includes and is not limited to tobacco products, alcohol, all unauthorized inhalants, hallucinogens, barbiturates, stimulants, narcotics or any other intoxicating substance, sports enhancement and or steroids. Students may not possess nor act with others with the intent for another to knowingly possess, handle, use, cause to use, or be sold any drug paraphernalia, drugs or alcoholic beverage. (This includes counterfeit or look-alike drugs.) Student athletes who have taken or are currently taking prescription medication, must provide verification (either by a copy of the prescription or by doctor's authorization) if drug/s are found or seen in possession of the student. All prescribed medications must be kept on hand and authorized for use by a parent or guardian in the nurse's office.

- **First Offense:** Any student in possession of, or under the influence of an illegal or controlled substance or in possession of drug paraphernalia will be suspended out-of-school for a minimum of ninety (90) school days and up to a period of 180 school days, notification to law enforcement officials and documentation of the offense in the student's discipline record. Parents have the option of having their child tested to determine if they are under the influence. Student and parent participation in drug counseling or drug treatment could result in the shortening of a long-term suspension. Proper documentation must be provided.

Selling or distributing a controlled substance will cause a student to be suspended out-of-school for no less than 180 school days.

- **Subsequent Offences:** Expulsion, notification to law enforcement officials and documentation in the student's discipline record.

ALCOHOLIC BEVERAGES

- **First Offense:** Any student in possession of or under the influence alcoholic beverage will be suspended out-of-school for a minimum of ten (10) days and referred to the Office of the Superintendent for consideration of a long-term suspension/expulsion. Parents have the option of having their child tested to determine if they are under the influence. Student and parent participation in alcohol counseling or alcohol treatment could result in the shortening of a long-term suspension. Proper documentation must be provided.
- **Subsequent Offense:** a minimum of 90 school day out-of-school suspension and referral to the Office of the Superintendent for consideration.

TOBACCO PRODUCTS

Possession or use of any tobacco products on school grounds, school transportation or at any school activity is prohibited.

- **First Offense:** PPSC and 3-5 days in-school suspension, confiscation of the tobacco product and possible notification of law enforcement officials.
- **Second Offense:** PPSC and 5-8 days out of –school suspension, confiscation of the tobacco product and possible notification of law enforcement officials.
- **Subsequent Offense:** PPSC and ten (10) days out-of-school suspension, confiscation of tobacco product, possible notification of law enforcement officials and a referral to the Office of the Superintendent for consideration of a long-term suspension/expulsion.

HAZING/BULLYING

The Center School District has a No Bullying/No Hazing policy that all participants and coaches must abide to. Students participating in any scenarios similar but not limited to the following will be removed from the team or activity until a hearing is held.

Hazing Policy

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any group.

- **Physical Hazing** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect health or safety of the individual.
- **Mental Hazing** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual. All students and employees shall be prohibited from participating in activities which recklessly or intentionally endanger mental or physical health or involve the forced consumption of illegal substances or other items for the purpose of initiation into or association with any school approved organization. Any violation of this anti-hazing policy will subject the individual to disciplinary action.
- **Mental, Physical and Cyber Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act, and including, one or more acts committed by a pupil or group of pupils, that has the effect of placing a reasonable pupil in fear of harm to his person or property, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his

or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

Reasonable student means a pupil including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age.

Building administration shall be responsible for disciplining students involved in acts of hazing/bullying. Discipline guidelines are as follows:

Students:

- May be placed on OSS for a minimum of three and up to a maximum of ten days;
- Will be suspended from participation in the related activity extracurricular/co-curricular/interscholastic for one calendar year;
- Will be suspended from any other school sponsored extracurricular/co-curricular/interscholastic activity for one semester;
- May be referred to the Center Counseling Team (CCT) for appropriate discussion and, if warranted, recommendation for involvement in outside counseling;
- In the event of a serious hazing/bullying incident, may be recommended by building administration to the superintendent for expulsion; and in addition, to appropriate law enforcement authorities for proper investigation to determine if there has been a violation of any applicable Missouri statutes.

SOCIAL MEDIA

Center School District and the Activity / Athletics Department recognize and support our student’s rights to freedom of speech, expression, and association, including the use of social networks. In this context, however, each student-athlete must remember that playing and competing for The Center School District is a privilege. As a student-participant, you represent the Center School District and you are expected to portray yourself, your team/group, and the School District in a positive manner at all times.

Below you will find the new social networking guidelines that must be understood and adhered to which provide the following rules for social networking site usage:

- I understand that everything I post is public information – any text or photo placed online is completely out of my control the moment it is placed online – even if I limit access to the site.
- I understand that any information (including pictures, videos, and comments) may be accessible even after it is removed.
- I understand that once I post a photo or comment on a social networking site, that photo or comment becomes the property of the site and may be searchable even after you remove it.
- I understand that what I post may affect my future. Many employers and college admissions officers review social networking sites as part of their overall evaluation of an applicant. I will carefully consider how I want people to perceive me before I

- give them a chance to misinterpret my information (including pictures, videos, comments, and posters).
- I understand that similar to comments made in person, the Center School District Department of Activities / Athletics will not tolerate disrespectful comments and behavior online, such as:
 - Derogatory language or remarks that may harm my teammates or coaches; other Center student athletes, teachers, or coaches; and student-athletes, coaches, or representatives of other schools, including comments that may disrespect my opponents. - Incriminating photos or statements depicting violence; hazing; sexual harassment; full or partial nudity; inappropriate gestures; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
 - Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
 - Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.

In short, do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions. The information you post on a social networking site is considered public information. Protect yourself by maintaining a self-image of which you can be proud for years to come.

SPORTSMANSHIP POLICY

Center School District is a member of the West Central Conference and the Missouri State High School Activities Association (MSHSAA). As a member of these regulatory groups we expect Center students, parents and patrons to adhere to the rules of good sportsmanship.

CENTER SCHOOL DISTRICT SPORTSMANSHIP CODE

All players, coaches, advisors, parents and fans are expected to:

1. Emphasize the proper ideal of sportsmanship, ethical conduct and fairness.
2. Eliminate all behaviors that tend to destroy the best values of the activity.
3. Stress the values derived from participating fairly.
4. Show cordial courtesy to officials, visitor and hosts.
5. Establish a positive relationship between visitors and hosts.
6. Respect the integrity and judgment of coaches/advisors, judges and officials.
7. Achieve a thorough understanding and acceptance of the rules of the activity and the standards of eligibility.
8. Encourage leadership, use of initiative and good judgment by the participants in the activity.
9. Recognize the purpose of activities is to promote the physical, mental, moral, social and educational well-being of the individual participants.
10. Promote good school citizenship standards.

All school discipline policies and rules apply directly to Center School District students at school activities whether they are held on school property or away from the school. Violation of the Center School District Sportsmanship Code may result in a written reprimand, probation, suspension, ejection or permanent removal from an event. Consequences are in force for players, coaches, students, parents and fans. Non-credible citizenship may result in disciplinary action or removal from participation.

According to the Missouri State High School Association By-Law 710, “A student may be suspended from membership in the MSHSAA and from participating in interscholastic activities with other member schools for unsportsmanlike conduct.”

INTERSCHOLASTIC CONTEST RULES FOR BEHAVIOR

All players, coaches/advisors, parents and other fans attending any interscholastic contest are expected to:

1. Maintain pride for self and school.
2. Strive to keep high standards of conduct.
3. Cheer for your team, rather than against the other team.
4. Treat everyone with respect by refraining from taunts, chants, noises, jeers, songs, profanity, signs or motions directed to the opposing team, coach, school or officials.
5. Display positive signs for your team.
6. Show respect to opposing teams during their introductions.
7. Refrain from using noisemakers.
8. Refrain from continuous standing.
9. Abide by the decisions of the officials.
10. Accept victory or defeat graciously.
11. Be a credible citizen at all times.
12. Abide by the Center School District Board policy prohibiting the use of tobacco products inside the building or outside on any school or athletic areas or facilities.

PROTECT YOUR ELIGIBILITY

The Missouri State High School Activities Association (MSHSSA), which Center High School is a member, is a voluntary not-for-profit educational association of junior and senior high schools established for the purpose of working cooperatively in adopting standards for supervising and regulating interscholastic activities and contests.

One of the primary functions of MSHSAA is to establish eligibility standards that must be met by all students to attain the privilege of representing their school in interscholastic activities.

Eligibility is a PRIVILEGE to be granted by the school to a student which allows that student to participate in interscholastic activities. Eligibility is not a student’s right by law. Precedent-setting legal cases have determined that eligibility is a privilege to be granted only if the student meets all standards adopted by the school. The major eligibility requirements for high school participation are:

You must be a credible school citizen. Creditable school citizens are those students whose conduct, both in and out of school, will not reflect discredit upon themselves or their school.

- Academics – Students must pass at least three (3) credits in the previous two terms (18 weeks) and be enrolled in three (3) credits for eligibility in athletics and activities. A student must also maintain a cumulative grade point average of at least 1.57 or earn at least a 1.57 grade point average the semester previous to participation. Up to 1 credit may be earned during summer school and count toward eligibility for Fall Sports.
- Transferring Schools
 - If you transfer schools and your parents do not move to your new school district, you will be ineligible for 365 days, unless you meet one of the exceptions to the transfer or promotion rules. (See your principal or athletic administrator for details.)
 - If you move with your parents to your new school district you will be eligible immediately.
- Participation Limits
 - You are eligible to participate in any sport for a maximum of four (4) seasons. Any part of a game played during a season counts as a season of participation.
 - Your eligibility to participate in high school activities begins when you first enter the Ninth (9th) Grade and lasts for the first eight (8) semesters that you are enrolled in high school. Your eighth (8th) semester must immediately follow your seventh (7th) semester.
- You must enter school within the first eleven (11) days of the semester to be eligible.
- Awards Standards
 - You may not receive cash, merchandise or gift certificates for participating in an athletic contest.
 - You may accept awards that are symbolic in nature such as medals, trophies, ribbons, plaques, etc. for participating in a school athletic program. These awards may be received only from your school, from a school hosting an event or from MSHSAA.
 - You may accept awards for participating in non-school sponsored athletic competition only if the awards are symbolic in nature such as medals, trophies, ribbons, plaques, etc.
- If you reach the age of nineteen (19) prior to July 1, you will be ineligible for interscholastic competition the next school year.
- Non-School Competition
 - You may not participate in any organized non-school athletic competition and play on your school team at the same time **IN THE SAME SPORT** during the same season.
 - You may participate on a school team and a non-school team in different sports during the same season, however, you may not practice or compete in a non-school organized athletic competition **ON THE SAME DAY** that you practice or compete with your school team without the approval of school administration.
 - Before you join any non-school team or enter in any non-school competition involving athletics, check with your athletic administrator to make certain these standards are being met.
- You may participate in an “audition” or “try-out” for a college team only after you have completed your last season of eligibility in the sport for which you wish to tryout.
- Sports Camps and Clinics

- You may attend a non-school sponsored summer specialized sports camp where you do not receive instruction or coaching from a member of your school's coaching staff for as long as you wish.
- You may not attend a specialized athletic camp during the school year.
- You may attend a camp or clinic where your school's coaching staff instructs or coaches for a period no longer than two (2) weeks.

Reminder: Any questions pertaining to eligibility that are not answered above should be brought to the attention of your activities/athletics administrator.

COLLEGIATE ELIGIBILITY STANDARDS (KNOW THE RULES!)

The coaching staff at Center High School has trained many student athletes for college play. Although the athletic talent of an athlete may be there, certain academic and testing standards must be met before any student athlete can be considered to play at the college level. The next few pages are quick reference guides to the different eligibility standards for NCAA Division I, Division II schools, and the NAIA (National Association of Intercollegiate Athletes). Please review these standards if you are interested in playing at the collegiate level.

The **National Collegiate Athletic Association (NCAA)** is a semi-voluntary association of 1,281 institutions, conferences, organizations and individuals that organizes the athletic programs of many colleges and universities in the United States. It is headquartered in Indianapolis, Indiana.

In August 1973, the current three-division setup of Division I, Division II, and Division III was adopted by the NCAA membership in a special convention. Under NCAA rules, Division I and Division II schools can offer scholarships to athletes for playing a sport. Division III schools may not offer any athletic scholarships. Generally, larger schools compete in Division I and smaller schools in II and III. Division I football was further divided into I-A and I-AA in 1978. Subsequently the term "Division I-AAA" was briefly added to delineate Division I schools which do not field a football program at all, but that term is no longer officially used by the NCAA. In 2006, Divisions I-A and I-AA were respectively renamed the Football Bowl Subdivision (FBS) and Football Championship Subdivision (FCS).

In order to be an NCAA qualifier as an athlete you must meet certain core GPA and testing standards. The first step in this process is to register with the NCAA Eligibility Center.

The **National Association of Intercollegiate Athletics (NAIA)** is an athletic association that organizes college and university-level athletic programs. Membership in the NAIA consists of smaller colleges and universities across the United States and Canada. The NAIA allows colleges and universities outside the USA as members. The NAIA has four members in Canada and at one point had one in the Bahamas, which made it the only international intercollegiate athletic association in North America until 2009. For the 2010-11 academic year, the NAIA has 290 member institutions. Currently, the headquarters are located in Kansas City, Missouri. The NAIA sponsors 23 national championships. The CBS College Sports Network, formerly called CSTV, serves as the national media for the NAIA.

In order to be an NAIA qualifier as an athlete you must meet certain core GPA and testing standards as well. To do this you must register with the NAIA Eligibility Center.

CONDITIONING AND PREVENTION OF INJURIES

Proper sports conditioning will improve the power, speed and endurance of the athlete on the field, track or in the gymnasium. It will also help strengthen muscles and joints, increase flexibility and maximize agility through the channeling of aerobic as well as anaerobic power. In addition to the benefit of increased performance statistics indicate that sports conditioning will assist in preventing injury.

Year-round conditioning can increase athletic performance considerably. Training is unfortunately easily reversible, which is why year-round conditioning is very important. Opportunities are provided to all athletes at Center High School to be involved in year-round conditioning. It is strongly recommended that all athletes not involved in a sport participate in an off-season conditioning program. Naturally, the best course of action is to stay involved in a competitive program each of the three seasons.

PHYSICIAN EXAMS AND CONCUSSION MATERIALS

A MSHSSA completed physical exam certificate signed by a physician stating that he or she is physically able to participate in athletic contests of his or her school must be on file before the student will be allowed to practice with any of Center Middle or High School athletic teams.

Each year a complete concussion and insurance agreement form along with a physical examination is required by each student before they can participate in any phase of the Interscholastic Program. This examination is to be given by any physician of the student's choosing and the fee is to be paid by the student.

MSHSAA By-Law now requires that all students and parents must receive and acknowledge receipt of the material as stated on the new MSHSAA Physical Form. Additional copies of the MSHSAA concussion packets can be found at www.mshsaa.org by clicking on the Concussion Information Packet link.

The student shall obtain a Physical Examination form and Concussion Packet from the coach or the Activity Director's office. The completed physical form shall be turned in to the coach and must be on file prior to any practice or competition. A copy of the completed physical exam form with the concussion/insurance agreement form must be taken to each contest, home or away, to be used in the event of an emergency. At the conclusion of the season those forms MUST be turned in to the A.D.'s office. The original form must be kept in the A.D.'s office.

Physical clinics will be provided by the Activities Department at the High School and will be open to all Center High School and Center Middle School students.

INSURANCE REQUIREMENTS

MSHSAA By-Law 309(b) states, "A student shall not be permitted to practice or compete for a school until it has verification that he or she has basic athletic insurance coverage." This proof of coverage must also be on file before the student will be allowed to practice with any Center Middle School or Center High School athletic team.

Center School District offers participation coverage through Kid Guard for as low as \$15 to any student participating in a sport with the exception of football, who is not currently covered by an insurance carrier. It is the responsibility of the parent/guardian to understand the coverage offered by the Kid Guard Plan. Insurance information can be found in the Activities/Athletics Department at Center Middle School and Center High School.

CARE OF ATHLETIC EQUIPMENT

Uniforms will be provided by the Center School District. However, incidental items such as socks, shoes, personal items, camp fees, etc. will be the responsibility of the student/parent or guardian. The student whose name the equipment was checked out must pay for any equipment lost or stolen. Students should adhere to the care of equipment guidelines as follows:

1. Uniforms will not be checked out to any student who has not returned and already issued uniform from another athletic team.
2. Do not exchange or loan any of the equipment checked out to you to another teammate. If exchange is warranted, clear it on your checkout card by having the coach made the adjustments.
3. Any loss of equipment should be reported immediately to the head coach rather than waiting until the end of the season.
4. Any protective equipment that does not fit properly or that has any defective parts should be reported to a coach immediately. Do not wear the equipment until the necessary adjustments have been made.
5. It is against Center School District policy and MSHSAA regulations to sell or rent any school equipment to individuals. School District policy and MSHSAA regulations regarding the unauthorized sale or rent of school district equipment will be strictly enforced.

NON-ATHLETIC LETTERING

Several organizations offer a non-athletic letter for their activity. Each activity offers objective qualifications and criteria for lettering set by the organization. The additional factor of good school citizenship and a constructive positive attitude are integral criteria of the lettering process.

SPORTS BANQUETS

Due to the large number of sport participants, each sport will have their own end of the season banquet. All coaches and players whose team is being recognized are expected to attend. At this banquet, coaches will summarize the season and present awards. Parents and family members are encouraged to attend.

Coaches will determine what team and individual awards are given. They will schedule the banquet and inform the athletes and their families of when and where the banquet will take place. In addition, coaches will inform the team of expected behaviors and attire which is appropriate for the event.

SEASONAL BOARD RECOGNITION

At the conclusion of the fall, winter and spring sport's seasons, all-conference, all-district, and all–state award winners will be recognized by the athletic department at a Center School District board meeting. A letter will be sent home to the parents of these students with information regarding the time and location of the meeting. All students and parents are enthusiastically encouraged to attend.

ATHLETIC LETTERING/ATHLETIC AWARDS

Each coach will establish his/her own criteria for lettering. This information is expected to be given to the athletes and parents in writing before the start of the season. A copy of each lettering policy will be on file in the Activities /Athletics Office prior to the start of each season. In all activities, the athlete must finish the season in order to letter in that sport. Special consideration will be given to athletes who have been injured.

“C”-Club Athletics Scholar Award

This Award is given to any Athlete Who Letters in 2 or more Varsity Sports in the previous year and holds a 2.5 GPA. All “C”-Club Award Recipients will receive a “C” Club Shield Patch. In addition, Senior Scholar Athletes will receive a Graduation Cord. This award will be given at the annual Honors and Awards Ceremony in May.

Varsity/Provisional/Junior Varsity/Participation Letter Awards

A Certificate of Participation will be presented to the athlete each time he/she meets the requirements established in that sport and is recommended by the Head Coach to be a recipient of the award. These awards will be given at the End of Season Banquet. With the first **Varsity** letter earned in any sport the athlete will receive a chenille blue and gold “C” emblem and sport pin will be awarded. Whenever an athlete letters for a second, third, or fourth time at the **Varsity** level in a specific sport or activity, a bar will be given.

MULTIPLE ACTIVITY AGREEMENT.

Activity Conflict/Priority List

Students should make reasonable choices when participating in activities and make every effort to avoid conflicts. However, when a conflict arises between two school-sponsored activities, administrative priority will examine this order of precedence:

1. National Events
2. State Events
3. District/Sub-State Events
4. Conference Events
5. Interscholastic Events
6. School Performances
7. Required practices – i.e. Dress Rehearsals
8. Regular Practices
9. Camps, Clinics and Auditions

CO-CURRICULAR ORGANIZATIONS

Some organizations fall under both academic class guidelines as well as activity guidelines. Students enrolled in co-curricular programs must meet the standards of the class and the standards of the activity. Co-curricular sponsors are responsible to acquaint students with the responsibilities of the classroom and activity guidelines. Classroom procedures for co-curricular activities must align to district policies and/or school procedures.

ACTIVITY CLUBS

Center High School sponsors a variety of school clubs for interested students. To participate in a school-sponsored club a student must be a good school citizen and adhere to the rules of the club.

SUMMARY

Students are reminded that they must meet all citizenship and academic standards determined by the Center School District Board of Education, the Missouri State High School Activity Association (MSHSAA), Center High School and the rules and regulations established by the individual coaches/sponsors. Failure to meet these standards may result in disciplinary measures that could include loss of eligibility.

ATTENDANCE

Attendance and Tardies

Regular attendance is critically important to student success. Students who attend school regularly learn more and are more successful in school. Parent and students should refer to the attendance policies and procedures below in order to ensure students are in full compliance with Center School District 58 expectations as set forth by the Board of Education.

Procedures and Protocol Implementation

In implementing the attendance management policy, attendance data must be recorded in the student information system. In accordance with the Missouri Department of Elementary and Secondary Education (DESE), student attendance will be monitored on an academic minute basis. The Center School District 58 expects students to attend school and classes on a regular basis (at least 95% or better) to achieve academic success. Regular attendance is essential to the educational success and grade promotion of students. All Center School District 58 policies, local city ordinances (compulsory attendance) and state statutes will be monitored for enforcement, including but not limited to, truancy. In accordance with Chapter 50, Code of Ordinances of the City of Kansas City, Missouri, Center School District 58 will report students in violation of said ordinance.

Compulsory Attendance Requirements

In accordance with Missouri law and district policy, regular and punctual patterns of attendance are expected of each student enrolled in the district. The ultimate goal is for all students to

graduate from high school. By law, students may not drop out of school until they are 17 years of age or they have successfully completed 16 hours of high school credit.

Attendance Protocol Policy:

1. Daily Absence Reporting:
 - a. Parents/guardians should notify the school by telephone each day a student is absent. If the parent/guardian fails to notify the school, the school will attempt to contact the parent/guardian. The communication can be in a variety of methods, such as electronic communication, telephone call or in person.
 - b. Students who are absent without a parent's or guardian's excuse may be considered truant.
 - c. All absences, including those approved in advance by parents or guardians or school officials, except those for school-sponsored activities, will count against a student's attendance.
 - d. The school encourages parents to schedule doctor and dental appointments after school hours.
 - e. Excessive absences may affect a student's academic achievement.
 - f. Parents/guardians may be required to submit supporting documentation in order to excuse the absence of their student if student absenteeism is excessive. For example, in order for 5 of the absence to be excused, parents/guardians may be asked to submit written notification from a licensed physician stating the reasons why a student is unable to attend school.
2. Upon arrival to school grounds: A student arriving late to school must report to the Front Office for guidance before proceeding to class. Students must remain on school grounds and in the building until dismissal.
3. Requests to Leave School: Parents/guardians must notify the Front office if their child needs to leave for an appointment. Parents/guardians must check out student through the Front Office for their absence to be considered excused. Students who leave school without prior parental consent and without checking through the office will be considered truant.
4. School Activities: Students represent their schools in a variety of athletic and academic activities. When a student serves as an authorized representative of his/her school, the student is not considered absent (except in summer school). Students who choose to participate in extracurricular activities are to make-up all assignments missed when classes are missed. Students must attend school on the day of an extracurricular activity in order to be eligible for participation.
5. Tardiness: A student is tardy if she or he is not present at the start of class. A student arriving late to class after ten minutes without proper authorization is considered truant.

Students who are frequently tardy, either at the beginning of the day or to classes during the day, may be subject to disciplinary measures.

6. **Truancy:** Students who are absent from school without the consent of their parent/guardians and the administration shall be considered truant. School administration will determine whether the student's absence is excused or unexcused. Truancy is a violation of state statutes as well as school regulations and may result in suspension or other disciplinary action.
7. **Withdrawal for Non-Attendance:** Multiple strategies will be implemented before a student may be withdrawn for non-attendance. No student will be withdrawn from the district until the district has documentation of the attempted calls, attempted home visits, copies of letters and documentation of other interventions, when applicable, in the student's file. Additionally, district employees will report incidences of abuse or neglect to the Division of Youth Services as required by law.
8. **Student Recovery Efforts:** District personnel will initiate a student recovery process involving calls, letters, and/or home visits. Students will receive individual guidance prior to their re-entry into an educational institution. These sessions will seek to inform as well as encourage students to enroll in the educational program that maximizes their opportunity for success.

Consequences

Students who have an excessive number of unexcused absences as defined in the district's attendance policy will not earn credit for courses and may be retained in the same grade unless absences are waived in accordance with this policy.

In addition to the policies and procedures set forth herein, the district will report suspected incidents of educational neglect to the Children's Division of the Department of Youth Services and will report truancy in accordance with the local truancy ordinance.

Conditions for Withdrawal

Parents of children who are leaving the district or are moving to another school attendance area within the Center School District 58 should notify the school a few days prior to the last day of attendance.

Should all of the above efforts not result in a student returning and attending school, a student may be withdrawn under the following conditions:

- **Age 17 and under:** Only parents/guardians on record may withdraw children aged 17 or under unless the student and parent or guardian do not respond to the efforts made and documented above. In this case, the principal may withdraw the student after consulting with the Office of School Leadership.
- **Ages 18 and over:** Adults (age 18 and over) or legally emancipated students may transact their own withdrawals with the local school.

- **Reassignment:** Students who are reassigned by the district to another district school must complete the withdrawal process at their former school before reassignment is made.

Definitions

Average Daily Attendance (ADA) – the aggregate number of days of attendance of all students during a school year; divided by the number of days school is in session during that year.

Chronic Absenteeism - A chronically absent student is one who is absent 10 or more school days during the school year. A student is considered absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are verified or unexcused.

Verified Absence – Approved absences at a regularly scheduled class, course, and school. Verified absences count towards the student’s overall accumulated absent minutes reported to the State of Missouri. Examples of verified absences include but are not limited to:

- Illness or injury of the student, with written medical justification from the parent/guardian;
- Quarantine or hospitalization, with written confirmation by a medical provider;
- Illness or death of family or friend, with a written excuse from the parent/guardian;
- Medical or dental appointments, with written appointment confirmation by a medical provider. We encourage medical appointments to occur after school hours, reducing the loss of scheduled school time.
- Court or administrative proceedings, with a written excuse from the parent/guardian;
- Religious observance, with a written excuse from parent/guardian;
- Field trip/school activity-off campus;
- Other absences covered by non-discrimination policies and procedures;
- Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting. This requires permission of the superintendent or designee.

90/90 – Students who are in attendance 90% of the school day and 90% of the calendar school year. Absences, verified and unexcused, and early departures count towards the student’s overall accumulated absent minutes that are reported to the State of Missouri, under the Missouri School Improvement Program MSIP–5 Performance Standards.

Tardy - A student is tardy when the student arrives after the scheduled time class begins, as determined by the district. A tardy may be excused or unexcused. An excused tardy is only

recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unexcused.

Truancy – 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 for class or school begins as determined by the district.

Unexcused absence – Unexcused absences are non-approved absences from a scheduled class, course, or school. Unexcused absences count towards the student’s overall accumulated absent minutes that are reported to the State of Missouri.

Board Policies tied to Center School District attendance expectations include:

[Compulsory and Part-time Attendance](#) (JEA)

[Student Absences and Excuses](#) (JED)

PARENT INVOLVEMENT AND ENGAGEMENT

Parent Involvement and Engagement

The Center School District #58 Board of Education believes that engaging parents and 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.

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

Missouri Parent and Family Involvement and Engagement Goals

The Board of Education recognizes the importance of both eliminating barriers that impede parent and family involvement and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a policy to facilitate parent and family involvement and engagement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents and families play an integral role in assisting their children to learn.

4. Promote a safe and open atmosphere for parents and families to visit the schools their children attend, and actively solicit parent and 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.

Title I Program Parent and Family Involvement and Engagement

District Policy

The district and parents and family members of students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist and build the capacity for all Title I schools in planning and implementing effective parent and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Coordinate and integrate Title I parent and family involvement and engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parent and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. The evaluation 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 needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
 - ▶ Strategies to support successful school and family interactions.
5. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent

the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

School Policy

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop and agree upon a written parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.

Each school participating in the Title I Part A program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.
2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a school wide program plan. The school wide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
 - ▶ Timely information about Title I programs.
 - ▶ A description and explanation of the curriculum.
 - ▶ The forms of academic assessment used to measure student progress.
 - ▶ The achievement levels of the Missouri Learning Standards (MLS).
 - ▶ Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - ▶ Timely responses to suggestions.
4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved

academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:

- ▶ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.
- ▶ Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.
- ▶ Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, two-way, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

Building Capacity for Involvement

The district and each Title I school will support a partnership among the Title I school, parents and community members and ensure effective involvement and engagement of parents by:

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.
2. Providing parents the training and materials necessary to improve their student's achievement, such as literacy and technology use training, including information about the harms of copyright piracy, as appropriate to foster parental involvement and engagement.
3. Educating, with parental assistance, all school personnel on:
 - ▶ Valuing parent contributions.
 - ▶ Reaching out to and communicating and working with parents as equal partners.
 - ▶ Implementing and coordinating parent programs.
 - ▶ Building ties between parents and the school.
4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.

6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

Accessibility

To the extent practical, the district must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

Policy Evaluation

The district and each school receiving Title I funds will, with parent and family involvement, review and evaluate the content and effectiveness of parent and family involvement policies at least annually. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

Board Policies tied to Center School District parent and family engagement include:

[Parent and Family Involvement and Engagement](#) (IGBC)

Visitor Policy

The District welcomes parents to visit to district buildings and events. Prior arrangements for visitors are encouraged. All visitors must sign or check in at the building office prior to proceeding elsewhere in the building. Visitors to the building are required to comply with District policies.

Board Policies tied to Center School District parent and family engagement include:

Visitors to District Property/Events (KK)

REGISTRATION AND ENROLLMENT

Registration

Through the registration process, the Center School District 58 requires all students to provide annual verification of residency. Updated immunizations and transcripts for new students are reviewed during this process. Parents are also provided with the opportunity to provide updated health information. Official documents tied to court orders and guardianship should be shared with the district at this time.

Items required for completing the registration process:

- Any legal documents pertaining to the child (custody papers, guardianship documents, ex parte orders, foster care placement, or division of family services paperwork)
- Parent/Legal Guardian's photo ID
- Two of the following documents within 30 days that include the parent/legal guardian's name and address. One bill must be a utility. No disconnect or final notices will be accepted.
 - Utility bill from KCPL, Spire, KC Water, or AUM Water
 - Landline phone bill (no cell phone bills)
 - Documents from DFS or Social Services
 - Paycheck Stub
- The parent/legal guardian will need the parent portal account information

Board Policies tied to Center School District registration/enrollment expectations include:

[Admission of Students](#) (JECA)

[Assignment of Students to Grade Level/Classes](#) (JECC-1)

[Intra-district Transfers](#) (JCB)

[School Admissions](#) (JEC)

[School Attendance Areas](#) (JC)

SPECIAL CONSIDERATIONS

Foster Care

Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school

of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Center School District #58 will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

Foster care students who attend school in the district because attending the school of origin was not in their best interest will be initially placed in the same courses and programs the students were in while attending the previous district to the extent this district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate (IB), Advanced Placement (AP), English Learner (EL), special education and gifted programs. If necessary, the district will waive course or program prerequisites or other preconditions for placement in courses or programs offered at the district. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's foster parent.

Board Policies tied to Center School District students in foster care include:

[Student in Foster Care](#) (IGBE)

Homebound Instruction

The Board of Education authorizes the use of homebound instruction when appropriate. Application for homebound instruction must be made through the school principal and approved by the superintendent or designee. Homebound instruction will be provided to:

1. Any student with a medical condition who district personnel have determined would benefit from homebound instruction. Such determination will be made in consultation with the student's medical provider. The special education director or compliance officer will be notified if appropriate.
2. Any student whose educational needs, as determined by district staff, are most appropriately and effectively met by homebound instruction.
3. Any student with disabilities when the individualized education program (IEP) team or 504 team determines that homebound placement is appropriate.

The amount of instruction or supportive service provided through the homebound program shall be determined in relation to each student's educational needs and health. It will be necessary for the parents/guardians of the student to arrange a suitable place in the home or another location for homebound instruction.

At the time the student is placed on homebound services, the school principal will work with the parents/guardians and district personnel to create an appropriate plan for transition back to onsite services.

Board Policies tied to Center School District homebound instruction include:

[Homebound Instruction](#) (IGBG)

Home Schooling

In lieu of regular school attendance in the Center School District #58, a child may be excused from compulsory school attendance if the child is provided with home schooling as authorized by Missouri law. Any alleged violation of the compulsory education law shall be referred to the prosecuting attorney of the county where the child legally resides.

Board Policies tied to Center School District home schooling expectations include:

[Home Schooling](#) (IGBI)

Programs for English Learners

Identifying EL Students

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey may be incorporated into district enrollment forms provided to all students.

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

Board Policies tied to Center School District programs for English learners include:

[Programs for English Learners](#) (IGBH)

Programs for Homeless Students

The Center School District #58 Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.

2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

Board Policies tied to Center School District programs for homeless students include:

[Programs for Homeless Students](#) (IGBCA)

Programs for Migratory Students

The Board of Education of the Center School District #58 recognizes that migratory students face many educational challenges that may interfere with their ability to succeed in the regular education program and meet the same challenging state achievement standards as other students. The district is committed to creating and supporting a migrant education program (MEP) designed to help migratory students and their families overcome these challenges.

Board Policies tied to Center School District 58 programs for migratory students include:

[Programs for Migratory Students](#) (IGBCB)

Reporting and Investigating Child Abuse and Neglect

The Center School District #58 and its employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who, in good faith, reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

Definitions

Abuse – Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control or by any other person, except that discipline including spanking, administered in a reasonable manner, shall not be construed as abuse. Physical injury, sexual abuse and emotional abuse are defined by the Children's Division (CD) of the Department of Social Services in 13 C.S.R. 35-31.010.

Child – Any person under 18 years of age.

Neglect – The failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being.

Those Responsible for the Care, Custody and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day as well as any adult who has access to the child.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the CD. The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

Training

Board members will participate in training on identifying signs of sexual abuse in children and danger signals of abusive relationships between children and adults as required by law.

The superintendent or designee shall implement annual training necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Such training shall:

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.
3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

In accordance with other Board policies, the District will provide trauma-informed, developmentally appropriate training to students in grades 6-12 on identifying and reporting sexual abuse.

Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then the investigation may

be limited if the report involves sexual misconduct by a school employee. Employees who make such reports to the CD must notify the school principal or designee in writing that a report has been made. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report in writing.

The school principal or designee may also notify law enforcement or the juvenile office when appropriate. If an employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

The reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. No employee making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that any employee mandated by law to make a report shall have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for such time as is required to make any mandated report.

Reporting Allegations of Sexual Misconduct by a School Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. However, an allegation of sexual misconduct by a school employee is particularly serious. In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law, regardless of whether the employee or superintendent has reasonable cause to suspect abuse. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student, on or off district property, that constitutes 1) the crime of sexual misconduct; 2) illegal sexual harassment as defined in policy AC, as determined by the district; or 3) child abuse involving sexual behavior, as determined by the CD.

The CD will investigate all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

Investigating Child Abuse/Neglect

In general, the CD investigates reports of child abuse and neglect. However, state statute requires the district to initially investigate allegations of child abuse by district employees in situations other than sexual misconduct to ensure that the allegations are not made for the purpose of harassing district staff.

When the CD receives a child abuse report alleging that an employee of the district has abused a student in situations other than those involving sexual misconduct, the report shall be immediately referred to the superintendent (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

Harassment, Spanking or Protection of Persons or Property by District Staff

If a report to the CD relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the superintendent, Board president or a designee of either will notify law enforcement of the county in which the alleged incident occurred. The district will jointly investigate the matter with the law enforcement officer. The superintendent, Board president and their designees are authorized to contact and utilize the district's attorney to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division

In accordance with law, as mandated reporters, district employees reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the district when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

Board Policies tied to Center School District registration/enrollment expectations include:

[Reporting and Investigating Child Abuse and Neglect](#) (JHG)

Virtual Courses

Because virtual instruction can be an effective education option for some students, the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Due to COVID-19, the District understands that all students, at least a portion of the school year, will be taking classes virtually. Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

Board Policies tied to Center School District virtual courses include:

[Virtual Courses](#) (IGCD)

STUDENT COUNSELING

Student Counseling Program

Definitions

Counselor – For the purposes of this policy, a counselor is a school counselor as defined by the Department of Elementary and Secondary Education (DESE).

School Counseling Advisory Council (SCAC) – A committee composed of a variety of stakeholders, such as parents/guardians, community leaders, agency personnel, students, teachers and School Board members.

General

The Center School District #58's comprehensive school counseling program provides important benefits to all students at all grade levels by addressing their social/emotional, academic and career

development needs. Research indicates that a fully implemented comprehensive school counseling program has a positive impact on student achievement and has the potential to increase attendance, reduce discipline referrals and improve Missouri Assessment Program (MAP) scores. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's education program. School counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

School Counseling Curriculum

Counselors will create and implement a written school counseling curriculum that promotes students' academic, career and social/emotional development. The Board will provide resources and support activities for implementation of the school counseling curriculum. The school counseling curriculum will be systematically reviewed and revised, and modifications to the school counseling curriculum will be based on student data, school data and planning survey data collected at least every three years.

Individual Student Planning

Individual planning activities help students plan, monitor and manage their academic achievement as well as their social/emotional and career development. The foundation for individual planning will be established during the elementary school years through school counseling activities. Building on this foundation, the individual planning component of the school counseling program will assist middle school students as they begin to plan for the future and will continue to support students in their planning endeavors until graduation.

School counselors will assist students in individual student planning (ISP) that addresses educational and career planning, educational transitioning and self-appraisal for decision making. An ISP process will be developed for students at every grade level.

Prior to their ninth-grade year, students will work with school counselors to create an individual career and academic plan (ICAP) as part of the student's ISP. The ICAP will include, but is not necessarily limited to, requirements for graduation; career or postsecondary goals and coursework or a program of study related to those goals, which shall include relevant opportunities that the district may not directly offer; grade-appropriate and career-related experiences as outlined in the grade-level expectations of the Missouri Comprehensive School Counseling Program; and student assessments, interest inventories or academic results needed to develop, review and revise the ICAP.

School counselors will continue to work with students throughout high school to evaluate and, if necessary, amend the plan in order to facilitate on-time graduation of success-ready students.

Students identified as at risk of not graduating from high school success-ready will receive additional support in accordance with law and policy IGBD.

If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from the provisions of this section.

Academic and Career Counseling Program

The district may establish an academic and career counseling program in cooperation with parents/guardians and the local community that is in the best interest of and meets the needs of students in the community.

Responsive Services

Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive school counseling program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or social/emotional development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.

Referrals shall be made in accordance with Board policies and district procedures. The superintendent, with the assistance of the SCAC, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on these procedures.

In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues. The district's crisis intervention plan will include methods for continuing counseling support even in the event of a long-term school closure.

System Support

The Board recognizes system support as a crucial component in the full implementation of a comprehensive school counseling program. System support of the comprehensive school counseling program includes administration and management activities that support the program. The Board directs the administration to implement activities that support the school counseling program, such as program management, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.

Program Goals

The district will strive to meet the program goals in each of the following areas:

1. Social/Emotional Development
 - ▶ Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.
 - ▶ Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
 - ▶ Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

2. Academic Development

- ▶ Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
- ▶ Teach students skills to aid them as they transition between grade levels or schools.
- ▶ Focus on developing and monitoring individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ICAPs.

3. Career Development

- ▶ Enable students to apply career exploration and planning skills in the achievement of life career goals.
- ▶ Educate students about where and how to obtain information about the world of work and postsecondary training and education.
- ▶ Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Confidentiality

It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.

Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and school counseling brochures in addition to oral notification of individual students.

District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.

School Counseling Program Evaluation

The SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum, through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive school counseling program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

Board Policies tied to Center School District student counseling program include:

[Student Counseling Program](#) (JHD)

Suicide Awareness and Prevention

Purpose

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Center School District #58 is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and prevent suicide. The goal of the district is to help students who may be at risk of suicide without stigmatizing or excluding students from school. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide.

Suicide Crisis – A situation in which a person is attempting to kill him- or herself or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

Crisis Response Team

The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors and the school nurse and may also include school social workers, school resource officers, teachers and community members as appropriate. The CRT will be responsible for implementation of the district's response plan.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The CRT members, the building administrator and a designee will receive training and coaching in using this tool to assist in making these determinations and appropriately responding.

Response Plan

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Students Who May Be at Risk of Suicide

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a CRT member or the building administrator or designee receives notification that a student may be at risk of suicide, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, a CRT member or the building administrator or designee will use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member or the building administrator or designee will, based on his or her training and an assessment of the student, determine the appropriate

action, including whether to call emergency services, and implement the appropriate response.

3. At an appropriate time after the crisis has passed, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Confidentiality

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and Board policy.

Accommodating a Disability

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

School and Community Resources

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

A school counselor or a CRT member will periodically follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance.

Response to Incidents Impacting the School

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the

district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

Staff Education on Suicide Prevention and Response Protocol

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Policy Publication

The district will notify employees, students and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

Board Policies tied to Center School District suicide awareness and prevention include:

[Suicide Awareness and Prevention](#) (JHDF)

STUDENT DISCIPLINE

Student Discipline

It is essential that the district maintain a classroom environment, whether virtually or in-person, that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of

Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The comprehensive written code of conduct of the district is composed of this policy and includes, but is not limited to, the following policies, procedures and regulations: JG-R1, JGA, JGB, JGD, JGE and JGF. A copy of the district's comprehensive written code of conduct will be distributed electronically to every student and the parents/guardians of every student at the beginning of each school year and will be available in the superintendent's office during normal business hours.

Application

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

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

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

Enforcement

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

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

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

Board Policies tied to Center School District student discipline expectations include:

[Student Discipline](#) (JG-R1)

[Detention and/or In-School Suspension of Students](#) (JGB)

[Student Suspension and Expulsion](#) (JGD)

[Discipline of Students with Disabilities](#) (JGE)

[Bullying](#) (JFCF)

[Hazing](#) (JFCG)

[Student Alcohol/Drug Abuse](#) (JFCH)

[Weapons in School](#) (JFCJ)

Additional Board Policies Around Student Expectations Include:

[Student Dress Code](#) (JFCA-R1)

[Care of School Property by Students](#) (JFCB)

[Student Conduct on School Transportation](#) (JFCC)

[Secret Organizations](#) (JFCE)

[Discipline Reporting and Records](#) (JGF)

STUDENT MEDICATION

Administration of Medications to Students

Definitions

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

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

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

General

The Center School District #58 prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate

in the district's education services. The Board directs the superintendent or designee to employ, contract with and train the necessary personnel to administer medications to students. Medications will be administered at school only when it is not possible or effective for the student to receive the medication at home.

Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an individualized education program (IEP), Section 504 Plan or individualized health plan (IHP). The district will review all information submitted by the parents/guardians and work with them to create a plan to meet the student's medical needs while at school or school activities.

The Board directs the superintendent, in collaboration with the district nursing staff, to establish procedures for storing and administering medications for any student in compliance with this policy and pursuant to state and federal law.

Nurses and Other Personnel

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse (RN). Other district personnel may be required to administer medications to a student as long as they have been appropriately trained and are supervised by an RN. An appropriately licensed member of the nursing staff will be responsible for:

1. Developing procedures for the training of unlicensed personnel in the administration of medications;
2. Devising protocols for the administration of medications by unlicensed personnel; and
3. Training unlicensed personnel in the administration of medications.

District employees who administer medications must maintain documentation of all medications provided to students and stored on district property.

Nurses and other staff administering medications will take precautions when administering medications and, when necessary, will clarify authorized prescriber orders prior to administering medications.

In accordance with law, any trained or qualified employee will be held harmless and immune from civil liability for administering medication in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication according to standard medical practices.

Over-the-Counter Medications

Written permission must be obtained from a parent/guardian to administer over-the-counter medications. This permission must be renewed at least annually. Over-the-counter drugs must be administered according to the specific directions outlined on the manufacturer's label. The nurse will notify the parent/guardian via telephone, e-mail or note sent home of any over-the-counter medication administered.

Prescription Medications

The district may administer prescription medication upon the written request of the parent/guardian, provided the medication is brought to school in a prescription bottle that contains the student's name, name of the drug, dosage, frequency of administration, how the medication is to be given and the doctor's name. The prescription label will be considered an equivalent of the physician's order. The parent's or guardian's written request will also indicate the purpose and any side effects.

Medications District Personnel Will Not Administer

Unless required by law to administer a medication to accommodate a disability, nurses who question the necessity of administering a particular medication during the school day may, after consultation with the superintendent or designee, require a written directive by the student's healthcare provider that states why the medication must be administered at school. The district may also refuse to administer any medication for other reasons listed in this policy. The district will not administer any medication that is not regulated by the U.S. Food and Drug Administration.

The district may refuse to administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text unless the district has verified the dosage with the prescriber. Except for the medications that are used only in an emergency situation, the district will not knowingly administer the first dose of any medication. The district expects parents/guardians to administer medications at home or by coming to the school to administer the medications themselves when possible.

Staff, students and all other individuals are prohibited from possessing or administering any medication that is illegal pursuant to state or federal law on district grounds, on district transportation or during district activities. The superintendent or designee is authorized to obtain a legal opinion from the district's attorney when there is a question regarding the legality of administering any medication.

Medical Marijuana and Cannabidiol (CBD) Oil

The district does not permit the possession or administration of marijuana or marijuana-infused products for medicinal purposes on district property or at district events since these products are prohibited under federal law.

In accordance with state law, parents/guardians with a valid hemp extract registration card may possess CBD oil on district property for the purpose of administering it to their students who are less than 18 years old for the treatment of epilepsy. Students 18 and older with a valid hemp extract registration card may possess CBD oil on district property for the limited purpose of bringing it to the health office where it will be stored with other medications and administered to the student by the nursing staff for the treatment of epilepsy. Students who have an actual prescription for a medication containing CBD will be permitted to possess and administer the prescription medication in accordance with this policy.

When applicable, district staff will administer prescription medication containing CBD in the same manner used to administer other prescription medication.

Student Possession and Self-Administration of Medications

The district prohibits students from possessing or self-administering medications unless the student is allowed by law to do so and has been given permission in accordance with this section.

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

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

Permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medication appropriately or that the student's actions may be harming his or her own health or the health and safety of others.

Emergency Medications

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

permission from a parent/guardian is not necessary to administer these medications in an emergency situation.

Epinephrine, naloxone and asthma-related rescue medications will be administered only in accordance with written protocols provided by an authorized prescriber. Naloxone (brand name Narcan) will be administered by nurses and other trained employees to students suspected of having an opioid-related drug overdose. The Board will purchase an adequate supply of prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies based on previous use levels and replacing expired syringes and medications.

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

Consequences

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

Board Policies tied to Center School District administrating medications include:

[Administration of Medication to Students](#) (JHCD)

[Administration of Medication to Students: Administrative Procedure](#) (JHCD-AP1)

[Student Health Services and Requirements](#) (JHC)

[Student Health Services and Requirements: Administrative Procedures \(Screening and Referral Programs\)](#) (JHC-AP1)

[Student Health Services and Requirements: Administrative Procedures \(Head Lice\)](#) (JHC-AP2)

[Immunization of Students](#) (JHCB)

[Immunization of Students: Administrative Procedures](#) (JHCB-AP1)

TITLE IX

The Center School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities, and facilities. In accordance with Title IX of the Education Amendments of 1972 and Part 106 of Title 34 of the Code of Federal Regulations, the District strictly prohibits discrimination and harassment against employees, students or others on the basis of sex in its programs, activities, or in employment.

Any person may report sex discrimination – including, but not limited to, sexual harassment – whether or not the person reporting is the person alleged to be the victim of the conduct. This report may be made: (1) in person; (2) via mail; (3) via phone; or (4) via email. This report may be made at any time – including non-business hours.

The following individual has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX. Information concerning the provisions of this act, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries or concerns regarding the application of this notice may be referred to our district’s Title IX Coordinator. Any person who is unable to resolve a problem or grievance arising under Title IX may contact the Office for Civil Rights, One Petticoat Lane, 1010 Walnut Street, Suite 320 Kansas City, MO 64106, phone number (816) 268-0550.

Title IX Coordinator:

Dr. Kyle Palmer, Executive Director of Human Resources

kpalmer@center.k12.mo.us

816-349-3313

ADDITIONAL COVID-19 INFORMATION & EXPECTATIONS

It is expected that every parent or guardian will do the following on a daily basis for all Students attending in-person instruction at CSD:

- (1) Discuss the importance of frequent hand-washing, wearing of a mask (if required by the school), and social distancing (to the extent possible) with Student;
- (2) On a daily basis, monitor Student’s health, including assessing any potential symptoms of the virus;
- (3) Regularly monitor Student’s temperature;
- (4) Discuss alternative options with my Student’s building principal if uncomfortable with the risk of Student attending in-person classes;
- (5) Regularly visit the District’s website to obtain updated information regarding the District’s efforts to keep District buildings as safe as possible for teachers, students and staff; and
- (6) Comply (and encourage Student’s compliance) with all District safety requirements, including the use of masks and/or gloves, temperature checks, hand-sanitizing requirements, etc. that may be implemented by the District, with the understanding that such safety requirements are likely to change regularly.

It is also expected that all parents and/or guardians who have a Student attending classes in-person will immediately notify CSD if Student:

- (1) experiences symptoms of COVID-19, including, without limitation, fever, cough, shortness of breath, or other common symptoms as identified by the Centers for Disease Control and Prevention,
- (2) has a suspected or confirmed case of COVID-19, or
- (3) has had exposure to any person with a suspected or confirmed case of COVID-19.

In the event of any of the above, the parent or guardian will NOT permit Student to attend in-person classes until approved by a medical professional and CSD. CSD will work with each parent and/or guardian, and Student, to ensure they are receiving educational instruction during any COVID-19 absence.