

Wright City R-II School District



East Elementary School

2024-2025

Dawn Hickman – Elementary Principal

Angie Woodson – Assistant Elementary Principal

School Hours:

Tuesday, Wednesday, Thursday, Friday – 8:33 a.m. to 3:40 p.m.

Monday- 9:48a.m to 3:40 P.m.

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[Wright City RII Board Policy Manual](#)

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WRIGHT CITY R-II SCHOOL DISTRICT

Mission Statement:

Dedicated to our students' success

East Elementary Vision Statement:

The dedicated staff at East Elementary is here to welcome each student with love and support to meet their unique needs and provide a fun learning experience that sets a solid foundation for success.

East Elementary Handbook

[Staff Contact Information](#)

[School Calendar](#)

[Grade Level Supply Lists](#)

ADDRESS and PHONE NUMBER CHANGES

For the safety and well-being of the students, parents/guardians are asked to make sure the school office has the current home address and phone number; each parent's place of employment and phone number; and an emergency phone number. **PLEASE NOTIFY THE SCHOOL OFFICE OF CHANGES DURING THE YEAR.** All information is maintained and released per the regulations in the Family Educational Rights and Privacy Act (FERPA) regulations of 1974.

ADMINISTRATION

Dr. Amy Salvo, Superintendent

Jeremy Way, Assistant Superintendent HR/Maintenance

Dr. Holly Broadway-Yates, Assistant Superintendent of Curriculum

Kelly Brooks, Special Education Administrator

Andrea Schremp, Director of Technology

Glen Oberle, Director of Food Service

BOARD OF EDUCATION

[Board of Education Elected Members](#)

The Board of Education is a representative body elected by the registered voters of the Wright City R-II School District. The Board is responsible for developing policies, rules, and procedures to serve as guidelines for the district's general management and administrative actions. Board Policy supersedes any procedures listed in this handbook. For a complete listing of Policies, Regulations, and Procedures, you may log onto <http://www.wrighticty.k12.mo.us>, select School Board, and then select Board Policies. If you need additional information regarding a specific policy, please contact Central Office at 636-745-7200.

ANIMAL AND PET VISITS

For safety and health reasons, animals and pets are not allowed to visit in the classroom. Exceptions to this guideline are limited to curriculum-related visits with prior approval by the classroom teacher and building principal. If approval is given for animal or pet visitation, a parent/guardian must accompany and assume responsibility for the animal or pet during the visit.

ARRIVAL PROCEDURES

Procedures have been established to provide for the safe and efficient morning arrival of all elementary students.

Students being dropped off at the beginning of the day

- Students should not arrive at school prior to 8:25 a.m. Supervision for students is not provided until 8:25 a.m.
- Students may enter the building beginning at 8:25 a.m. Students arriving at or after the 8:33 a.m. bell will need to be signed in at the office by a parent/guardian and will be counted as tardy.
- Students being dropped off are to enter the building from the back double doors where you will find staff members greeting the students.
- Parents/Guardians wishing to escort their children into school may park in either the front parking area and may enter the building through the front center double doors and check their child in at the office.
- **Parking in the front circle drive, on the side nearest the building, is prohibited between the hours of 8:15 a.m. and 8:33 a.m.**

Students riding the bus to school in the morning:

- Buses begin dropping students off at 8:25 a.m.
- Students will proceed to their classroom.
- Students will not be counted as tardy when bus delays occur.

ASSESSMENT PROGRAM

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

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

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

District Assessment Plan

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

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

1. *Student Achievement* – To produce information about relative student achievement

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

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

Reading Assessment

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

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

English Proficiency Assessments

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

Statewide Assessments

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

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

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination. The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include but is not limited to, incentives or supplementary work as a consequence of performance.

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

National Assessment of Educational Progress

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

ATTENDANCE

Regular and punctual patterns of attendance are expected of each student enrolled in the district. Student attendance at school is primarily the responsibility of the parents/guardians and students. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. When the benefit of regular classroom instruction is lost, it cannot be entirely regained. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the pupils with one another in the classroom and their participation in well-planned instructional activities under the supervision of a competent teacher are vital to this purpose. Attendance and punctuality play a significant role in a student's success at school and are essential life skills. This is a well-established principle of education that underlies and gives purpose to the requirement of compulsory schooling.

Due to the importance of school attendance, we ask parents/guardians whose employers host "Take Your Child To Work Day" to consider arranging for their children to accompany them to work on a non-school day (e.g., summer day, spring break, extended holiday break). If an alternate date can't be arranged, this will be counted as a student absence.

It is recognized that absence from school is necessary under certain conditions (e.g., illness, funeral, family emergency). In the case of illness or emergency, a parent/guardian is asked to call the attendance secretary at 636-745-7404 on the morning of the absence. A written note explaining the student's absence should be sent to the school the day the child returns to school. When possible, doctor and dentist appointments should be made after school hours or on days when school is not in session. The school office staff may make phone calls to parents/guardians of the absentees if no notification has been given to the school.

Any student not in the classroom at 8:33 a.m. is considered late and will be counted absent for each minute gone. **Students who arrive late must have an adult come into the office with them and sign them in.** (Students are not counted as absent if the delay is due to a late bus arrival or if the student is dismissed late from a before-school academic program.)

Students who are taken from school before the dismissal bell (3:40 p.m.) will need to be signed out in the office. Classroom teachers will not release students unless presented with a pass from the office. Adults checking a student out early need to show photo identification as proof of being an approved person from the list located in the students' IC-approved pick-up list of adults. Students who leave school before 3:40 pm will be counted absent for each minute before 3:40 p.m.

According to Board Policy JED-R1, parents/guardians will receive a notification upon the fifth, tenth, fifteenth, and twentieth absence of their child. A copy of the notification letter may be sent to the Division of Youth Services and the Juvenile Office of Warren County when a student's absences warrant further investigation. In addition, parents/guardians will be asked to meet with an administrator to discuss excessive absences.

The Wright City School District has a School Resource Officer. This individual is charged with assisting to ensure that students are on-time and in school. This individual will contact parents, make home visits, and work closely with local law enforcement, courts, and other agencies to ensure the safety of our students.

Students having perfect attendance (0% tardies, 0% leave early or 0% absence of any kind), are recognized at the end of each semester of the school year. At the end of the school year assemblies, students having perfect attendance (0% tardies, 0% leave early or 0% absence of any kind), receive an attendance award.

Students who are absent from school may not attend **after-school activities** the day they are absent.

AUDIO AND VISUAL RECORDING (Board Policy KKB)

Because the district predominantly serves minors, is subject to a number of confidentiality laws, respects parent/guardian and community concerns about privacy, and seeks to minimize disruption to the education environment, the district prohibits audio and visual recordings on district property, district transportation or at a district activity unless authorized in this policy.

Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education environment. No recording equipment will be used or placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms.

Definitions

Audio Recording – Registering sounds on tape, digitally or by other mechanical or electronic means.

Outside Entity – Any individual, group, organization or corporation other than the administration, officers, staff or students of the Wright City R-II School District or individuals authorized to act for the district.

Visual Recording – Registering visual images on film, tape, digitally or by other mechanical or electronic means.

Recording by Outside Entities

The Wright City R-II School District prohibits the use of visual or audio recording equipment on district property or at district activities by outside entities without permission from the superintendent or designee unless otherwise authorized by law. This prohibition shall not apply to:

1. Performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
2. Recording of staff for the sole purpose of professional training or development.
3. Open meetings of the Wright City R-II School District Board of Education or committees appointed by or at the direction of the Board.
4. Recording of an event sponsored by an outside entity using or renting district facilities in accordance with Board policies and established administrative procedures.

Recording by District Personnel or District Agents

The district or designated agents of the district may make audio or visual recordings to

provide security, to maintain order, for professional staff development use, for educational purposes or for other purposes related to furthering the educational mission of the district. This may include the use of visual recording equipment in district buildings and on district transportation. Recordings by or on behalf of district personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

Pre-Service and Student Teachers

The district may allow student teachers or pre-service teachers to record themselves teaching or otherwise interacting with students when the recording is used for educational purposes in the student-teacher or pre-service teacher preparation program. The student teacher or pre-service teacher must obtain permission to do so from the cooperating teacher and the building principal and must have signed Missouri Pre-Service Teacher Assessment permission forms from all students and adults who will appear or can be heard in the recordings if those recordings will be viewed by any person who is not employed by the district. The district reserves the right to refuse to allow recording or to limit the time and place for such recordings in order to minimize disruption to the educational process.

Recording by Students

The Wright City R-II School District prohibits the use of visual or audio recording equipment, including cellular devices on district property or at district activities by students except:

1. If required by a district-sponsored class or activity.
2. At performances or activities to which the general public is invited, such as athletic competitions, concerts and plays.
3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
4. As otherwise permitted by the building principal.

Recording of Meetings

The Board of Education prohibits the use of audio, visual or other recording devices at meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as other meetings among district employees and between district employees and parents/guardians. Exceptions to this prohibition will be made only in accordance with Board policy and law. Requests for such exceptions must be made within a reasonable period of time prior to the scheduled meetings. This prohibition does not apply to conversations held within view of district security cameras.

Secretive Recording or Transmission

The district prohibits secretive recordings where persons involved do not consent to the recording and it is not otherwise obvious that recording equipment is present or being used, unless the superintendent or designee determines in rare circumstances that such recordings are necessary for educational or security reasons. The district prohibits the simultaneous electronic transmission of any conversation by any person to a third party without the consent of all involved in the conversation, even if the conversation is not recorded.

Use of Unmanned Aircraft Systems

All unmanned aircraft systems (UAS) operators seeking to operate a UAS on or over district property or at a district event must receive authorization from the superintendent or designee. The authorization will be granted only when such operation is on behalf of the district, supports the mission of the district, or otherwise serves a public purpose.

All UAS with the potential to capture or produce visual images of district property or district events must be operated in accordance with applicable Federal Aviation Administration regulations or safety guidelines.

BEFORE AND/OR AFTER SCHOOL ACTIVITIES

Extra-curricular opportunities are provided for the students at Wright City East Elementary. Sponsored activities include Read, Write, Run Club, Lego Club, and Kapla Blocks. These activities provide our students with opportunities to expand learning, join with others having similar interests, and have a good time. Specific information about these activities will be distributed during the school year.

The following guidelines are provided to help ensure that each child has a safe and constructive environment while participating in an after-school activity.

- If a student knows he/she will be missing a meeting, a note is to be sent to the club sponsor prior to the meeting. If a student is not in attendance on the day of the activity he/she is not permitted to participate in the after-school activity.
- Students are to be picked up on time. Should an emergency arise causing the parent/guardian to be delayed, the elementary office should be contacted whenever possible.
- Students are to follow school behavioral guidelines.
- Supervision of students participating in after-school activities is the responsibility of the attending activity sponsor(s).

The district is not liable for students participating in before or after-school activities not sponsored by the school district (e.g., scouts, The Learning Center, Good News, non-school sporting activities). Supervision of students at Wildcat Parent/Teacher Committee events is the responsibility of their parents/guardians.

BULLYING (Policy JFCF)

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

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication,

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

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

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

Designated Officials

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

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

Reporting Bullying

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

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

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

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or

those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

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

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

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

Consequences

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

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

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

Training and Education

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

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

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

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

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

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

Additional School Programs and Resources

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

HAZING (Policy JFCG)

In order to promote a safe learning environment for all students, the Wright City R-II School District prohibits all forms of hazing.

For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress

including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing can occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization.

District staff, coaches, sponsors and volunteers will not permit, condone or tolerate any form of hazing or plan, direct, encourage, assist in, engage in or participate in any activity that involves hazing. District staff will report incidents of hazing to the building principal. The principal shall promptly investigate all complaints of hazing and administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with the district's discipline code. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing.

BREAKFAST AND LUNCH

Breakfast is from 8:25–8:45 a.m.

Lunch is according to class schedule

Please find meal prices on the [district website](#).

Financial assistance for school meals is available to families where need is established. Free and reduced applications are sent home at the beginning of the year and are available in the office or through Infinite [Campus Parent Portal](#) throughout the year. (Please be aware that students who qualify for free or reduced meals must take a school lunch in order to receive free milk. Students who qualify for free or reduced meals and who bring their lunch from home are not eligible to receive free milk.)

Money for breakfast and lunch may be deposited to the student's individual account on the parent portal. Payments for all students in a household can be made at the same time. There is a \$1 transaction fee for each transaction. Payments can be made by check or cash. Checks should be made payable to the Wright City R-II School District. To ensure proper credit, money (both by check and cash) should be sent to school in a clearly marked envelope with the student's name (first and last), teacher's name, and the amount of money enclosed. (Please use extreme care when sending cash to school with students.) Label envelopes containing lunch money may be placed in locked boxes in the red hall, cafeteria, or office.

Parents/Guardians may check their children's account balances using the Parent Portal or may contact the cafeteria (636-745-7400) between the hours of 8:30 and 11:00 a.m. or between 1:00 and 1:30 p.m.

Meal Charges [Policy EF-AP\(1\)](#)

Students may not charge over two meals to their accounts. Once two charged lunches have accrued the student will be provided with a sandwich and a carton of milk for the following two lunches. To help parents/guardians avoid overdue balances, notification is sent home with students when account balances are \$3.20 or below. If negative balances continue, parents/guardians will be contacted personally by food service personnel or a building administrator.

Parent/Student Lunch Regulations

- Parents/Guardians having lunch with their child can sit at the back table with their child only, not other students.
- Parents are only allowed to bring lunch for their child, not other students.
- Parents are not allowed to bring lunch for an entire class during lunch hours, only during non-lunch hours.

The cafeteria is a place where all students can enjoy a nutritious and relaxing meal. Guidelines are provided during breakfast and lunch for the benefit of all students. The following is a list of guidelines that are to be followed by the students during breakfast and lunch.

1. Use a quiet voice.
2. Follow the directions of staff members on duty.
3. Remain seated (four students per bench).
4. Staff permission must be given before leaving the cafeteria.
5. Eat your own food (no trading, sharing, or selling of food).
6. Food and drink remain in the cafeteria.
7. Dispose of trash in the proper container.
8. Table and floor areas are to be picked up prior to being dismissed.
9. Soda is not permitted.

BUSES AND TRANSPORTATION

All students are to be driven to school or ride district-provided bus transportation (the exception to this is for students residing in the “walker” area that is serviced by a sidewalk). The Wright City R-II School District leases and operates buses through Durham. Riding a school bus is a privilege. This privilege is maintained by the student’s proper conduct on the bus. State law states classroom behavior is to be observed on the school bus, and the driver has the authority to control and discipline students on the bus. Misconduct on a bus may result in the suspension of the privilege.

Each student will have only one pick-up location and one drop-off location. Students will not be permitted to change buses or bus stops during the school year (unless this is a permanent change). If an emergency occurs, and a student needs to go to a different location, the only option will be for students to be picked up at school in the carpool line. Students will NOT be dismissed from the office.

Changes to students' dismissal routines are discouraged. For safety reasons, any dismissal change is to be completed and verified in the elementary office no later than 2:00 p.m. on the day of the necessary dismissal change. The only change option for a bus rider is to be

picked up at school in the carpool line. As previously mentioned, students will not be permitted to ride on another bus or get off at a different location.

For each bus to maintain a regular schedule and arrive at school in a timely manner students are expected to be waiting at their assigned bus pick-up locations. Usually, a five-minute arrival before the scheduled stop is ample. Schedules should be normally consistent, within a minute or two, except for the first week or so of school until routes are “firmed up” or possibly in the case of a substitute driver, unforeseen traffic delays, or severe weather conditions.

School bus safety is of the utmost importance for the well-being of our students, drivers, and the general public. Bus drivers will report student misconduct to the transportation office. Formal documentation is then shared with the school for the determination of consequences.

During any bus suspension, it is the responsibility of the parent/guardian to see that their child gets to and from school.

Dismissal changes are handled at the East Elementary office.

For questions regarding transportation and discipline contact the principal (463-2710) For general transportation questions contact the bus supervisor (636-720-3220).

CLASS PLACEMENT

Grade placement and class assignment should be appropriate to the student’s academic, social, and emotional needs. The principal and staff of the school may make adjustments in school placement when the reassignment more adequately meets the needs of the student. Reassignments will be based on observation and evaluation of the student’s progress.

A student received as a transfer from an unaccredited school or home instructional program will not be placed permanently in a grade or program of study until the student can be academically evaluated by the building principal and/or by other appropriate professional staff members.

Classroom assignment decisions are based upon information from school and home. Parent/Guardian requests for specific teachers are not accepted.

CURRICULUM

The elementary curriculum has been planned and developed with the continuous growth of the child in mind and in correlation with state and federal guidelines. The curriculum includes reading, mathematics, science, social studies, communication arts, health/physical education, computer literacy, art, music, and counselor guidance. It is essential for students to master the concepts and skills in each subject area. Curriculum individualization is addressed during the instructional process according to the needs of the student.

CUSTODIAL/NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES

When parents of a student are separated, involved in divorce proceedings, or are divorced, the building principal will respect the rights of custodial and non-custodial parents equally except when a court order exists concerning special restrictions. It is the responsibility of the custodial parent to provide the school principal a copy of such a court order if restricted access to student(s) or student's' information is requested. For the school's purpose, the parent who resides with the child(ren) is known as the custodial parent. Parent rights include access to student records and school mailings, attendance at parent-teacher conferences and Individual Educational Program (IEP) meetings, and authority to request that a student be released early or be absent from school for a legitimate reason. If the non-custodial parent asks to take the child from school, the custodial parent may be contacted.

It is the responsibility of the non-custodial parent to inform the school office of his/her name, address, and phone number if he/she wishes to be consulted regarding his/her child or wish to be placed on the school's mailing list.

DESTRUCTION AND/OR LOSS OF SCHOOL PROPERTY

As responsible citizens, students are expected to maintain and use school property appropriately. Textbooks and resource materials that are lost or damaged must be paid for by the students/parents. Students/Parents will be expected to reimburse the school district for property lost, defaced, or damaged. The principal or a designated representative, in accordance with the price of the item lost or damaged, will assess the payment amount.

DISMISSAL PROCEDURES

Procedures have been established to provide for safe and efficient dismissal of all elementary students. Students being picked up at the end of the day.

- Students in grades K-First are dismissed to the vestibule at 3:40 p.m. then dismissed in the back of the East building.
- Parents/Guardians may park in the Kindergarten side of the building if they are a non-carpool rider.
- Any person picking up a child must be prepared to identify themselves (e.g. driver's license, photo ID).
- Only those persons listed on the Student Dismissal Non-Bus Rider forms, completed at the beginning of the school year, are permitted to pick up the student. (Changes may be made during the school year in the elementary office.)
- If your child is not picked up from the carpool lane by 3:50 p.m. we will call the parent/guardian. If we are unable to reach a parent/guardian within a reasonable amount of time we will contact the police department.

Students riding the bus at the end of the day are released from the front of the building:

- Kindergarten and first-grade students are escorted by their classroom teacher to the correct bus.
- Student dismissal is monitored by assigned staff personnel.

Student supervision is provided through the end of the school day and for students participating in extracurricular school activities. Students on school property after 3:40 p.m. – unless participating in an extracurricular activity, learning center program, or having made special arrangements with the principal – will not be provided supervision. Additional precautions may be taken by the school administration appropriate to the age of the student(s) and as the need(s) arise.

DISMISSAL – DURING SCHOOL DAY

Procedures have been established to provide for the safety of students being dismissed during the school day.

- Staff members will not excuse any student from the school prior to the end of the school day or into any person's custody without prior approval and knowledge of the building principal or office staff member on duty.
- The principal or office staff member on duty will excuse a student before the end of the school day when the parent/guardian is present and signs the student out in the office.
- Any person picking up a child from school must be prepared to identify him/herself (e.g., driver's license, photo identification).
- Telephone requests for early dismissal of a student will not be honored due to the inability of positive caller identification.
- Students may only be released to those persons listed on their Family Registration, Health, or Transportation forms.

DISMISSAL – END OF DAY CHANGE

Procedures have been established to provide for the safety of those students requiring end-of-the-day dismissal changes. Parents/Guardians are to complete the following written documentation for any change in their student's normal dismissal routine. All forms are to be completed in the elementary office in the presence of the principal or office staff member on duty. In order to allow time for notification to be given to the classrooms, we ask that any change be made prior to **2:00 p.m.**

Student supervision is provided through the end of the school day and for students participating in extracurricular school activities. Students on school property after 3:40 p.m. – unless participating in an extracurricular activity, extended day learning program, or having made special arrangements with the principal – will not be provided supervision. Additional precautions may be taken by the school administration appropriate to the age of the student(s) and as the need(s) arise.

DISTRIBUTION OF NON-CURRICULAR STUDENT PUBLICATIONS (POLICY IGDBA)

Guidelines

Students may distribute unofficial material, including but not limited to petitions, buttons, badges, or other insignia. However, students cannot distribute expressions which:

- A. Are obscene to minors.
- B. Are libelous.
- C. Are pervasively indecent or vulgar (secondary schools)/contain any indecent or vulgar language (elementary schools).
- D. Advertise any product or service not permitted to minors by law.
- E. Constitute insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin).
- F. Present a clear and present likelihood that, either because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Procedures

Anyone wishing to distribute unofficial material must first submit for approval a copy of the material to the superintendent or designee 24 hours in advance of desired distribution time, together with the following information:

- A. Name and phone number of the person submitting the request.
- B. Date(s) and time(s) of day of intended distribution.
- C. Location where material will be distributed.
- D. The grade(s) of students to whom the distribution is intended.

Within 24 hours of submission, the superintendent (or designee) will render a decision whether the material violates the Guidelines in Section I or the time, place and manner restrictions in Section III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by the school, the administration, the Board, or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within 24 hours of submission, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in Section III.

The person submitting the request may appear and present the reasons supported by relevant witnesses and material, as to why the distribution of the unofficial material is appropriate.

Time, Place and Manner of Distribution

The distribution of unofficial material shall be limited to a reasonable time, place and manner as follows:

- A. School principals may designate a bulletin board, table or other specific location where information regarding student non curricular publications targeting students and parents may be posted or distributed. Such advertising must clearly state "Not affiliated with the Wright City R-II School District", in order to be considered. Building principals may establish uniform rules about the length of time a student may distribute a non curricular publication and may limit the number of publications available at one time.
- B. No unofficial material may be distributed if it is reasonably likely to cause a material and substantial disruption of that activity.
- C. Distribution of unofficial material is prohibited when it blocks the safe flow of traffic around the designated location.

Definitions

The following definitions apply to the following terms as used in this policy:

- A. "Obscene to minors" is defined as:
 - a. The average person, applying contemporary community standards, would find that the unofficial material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested; and/or
 - b. The unofficial material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and/or
 - c. The unofficial material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
- B. "Minor" means any person under the age of 18.
- C. "Material and substantial disruption" of a normal school activity is defined as follows:
 - a. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - b. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out or other related forms of activity.
In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the material in question.

- D. "School activities" means any activity of students sponsored by the school and includes -- by way of example, and not by way of limitation -- classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- E. "Unofficial material" includes all written or pictorial communications except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, buttons, badges, insignia, brochures, flyers, petitions, placards, underground newspapers, whether created by students or others.
- F. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation, or to lower him or her in the esteem of the community.
- G. "Distribution" means circulation or dissemination of unofficial material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying unofficial material on the building's bulletin board or a table in a designated area which is generally frequented by students.

Disciplinary Action

Distribution by a student of unofficial material prohibited in Section I or in violation of Section III may be treated as a violation of the student discipline code.

ESSA PARENT/GUARDIAN NOTIFICATION

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (ESSA), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area which the teacher has been assigned.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
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1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C)

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

EMERGENCY PROCEDURES

Emergency preparedness drills (fire, severe weather, tornado, bus evacuation, earthquake, bomb threat, lockdown, shelter-in-place, and evacuation) are in place. A sufficient number of drills are conducted each year to give instruction and practice in proper actions should an emergency occur. Students will follow the teacher's directives during all emergencies or related drills. Emergency exiting procedures are posted near the door in all instructional areas. At all times the students' well-being is the first priority.

ENROLLMENT AND TRANSFER PROCEDURES

Student enrollment for all schools in the Wright City R-II School District is done at the district's central office (90 Bell Road). Parents/Guardians are asked to provide the following information upon enrolling students: proof of residency (e.g., property tax statement, utility bill, real estate contract, rental agreement/receipt, telephone bill, legal property description), birth certificate, social security number, and immunization record. These items will be copied and the originals returned. Additional information (e.g., emergency contact numbers, medical information, day care information) will also be needed for the completion of school forms.

Parents/Guardians moving from our school district are asked to provide this information to the school office (636-745-7400) prior to their students' last day of attendance. Student records are forwarded to the new school upon receipt of a record's request from the student's new school.

FIELD TRIPS

Educational field trips enhance the program of instruction and add much to the education of the student. Teachers will provide advance information to parents/guardians about field trips.

Parents/Guardians must provide written approval in order for their child(ren) to participate in a scheduled field trip. If a parent/guardian fails to give permission for his/her child to participate in the field trip, the child will remain at school. All school rules concerning student behavior and bus safety are to be followed on student field trips.

Parents/Guardians wishing to accompany and help on a field trip must have a completed background check on file in the elementary office. We encourage parents to do this at the beginning of the school year to limit problems at a later date. (this may take up to a week to process and cost an additional fee). The number of parents/guardians requested to assist with field trip supervision is dependent upon the specific classroom and destination needs.

GRADING STANDARDS

Standards-Based Grade cards are sent home four times each year. Two parent-teacher conferences will be held—one in the fall and one in the spring. Parent Portal, progress reports, assignment book correspondence, student folders, letters, and telephone calls are also extended as further ways to inform parents/guardians of their student's progress.

Parents/Guardians are encouraged to keep in close contact with their child(ren)'s teacher(s). We have additional information available upon request.

Standards-Based grading is outlined below in regards to the students' ability to produce

evidence of learning the grade-level standards

E: Exceeds the grade-level standard expectation.

P: Proficient in meeting the grade-level standard expectation.

I: Improving or requiring adult support, assistance, or intervention to meet the grade-level standard expectation.

N: Not yet on track to meet the grade-level standard expectation.

*Please note that scores may fluctuate due to the spiraling nature of the curriculum.

HEALTH SERVICES

Insurance

Our primary concern is for the health and safety of our students. It is recognized that even with the greatest precautions and the closest supervision, accidents can and do happen at school.

They are a fact of life and a part of the growing-up process our children go through. Parents/Guardians need to be aware of this and be prepared for possible medical expenses that may arise should their child(ren) be injured at school.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents/guardians. The district does make student medical insurance available to families for their individual purchase.

MO HealthNet for Kids Children's Health Insurance Program

The Federal Children's Health Insurance Program (CHIP), part of the MO HealthNet for Kids program, is a health insurance program for uninsured children of low-income families who do not have access to affordable health insurance. Additional information can be found [HERE](#).

Communicable Diseases

It is very important that we attempt to control the spread of communicable disease. Students or employees with communicable diseases that pose a risk of transmission in school or at school activities (such as, but not limited to, chicken pox, influenza and conjunctivitis) will be managed as required by law and in accordance with guidelines provided by the Department of Health and Senior Services (DHSS) and local county or city health departments. Such management may include, but is not limited to, exclusion from school or reassignment as needed for the health and safety of students and staff.

We would appreciate your consideration in following these guidelines.

- Students should be fever-free (without the influence of fever-reducing medication) for 24 hours before returning to school.
- Students should be free of continuous coughing.
- Students should remain at home for 24 hours after the last episode of vomiting or diarrhea.
- Students should remain at home for 24 hours after taking the first dose of an antibiotic for an infection.

Immunizations ([Policy JHCB](#))

- All students must present documentation of month, day, and year for each immunization before they attend school.
- All immunizations must be up-to-date before students are permitted to attend classes.
- The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period, so students in all grade levels may receive immunizations up to 4 days before they are due.
- To remain in school, students “in progress” must have an Imm.P.14 form on file and must receive immunizations as soon as they become due.
- Religious and medical exemptions are allowed. The appropriate exemption card must be on file (Imm.P.11A or Imm.P.12).
- For more information on student immunizations, please see Board Policy JHCB or contact the elementary nurse at 636-745-7431.

Medication Administration in the School Setting (over-the-counter and prescription)

Giving medicine to students during the school hours is discouraged and restricted to necessary medication that cannot be given on an alternative schedule. All over-the-counter medications must be delivered by a parent/guardian to the school principal or designee in the manufacturer's original packaging and will only be administered up to 6 doses in a semester. Further dosage will only occur with written doctor's permission.

When medicine is to be administered by school officials, the medicine must be accompanied by a label affixed by a pharmacy/physician or a parent/guardian note in the case of a nonprescription medicine. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed. The prescription label must reflect the most recent fill or refill. Further, a parent/guardian must provide the district with written permission to administer a prescription medication before the district will administer a prescription medication to the student.

In addition, written instructions signed by the parent/guardian and/or physician, will be required and are to include the following:

- Child's name
- Date prescribed
- Name of medication
- Purpose of medication
- Time to be administered
- Dosage
- Possible side effects
- Termination date for administering the medication

The administration of the medicine to a student, when all the above conditions have been met, will be limited to the school nurse, the principal, or other designated person(s). All medication will be kept under the supervision of the nurse. The parent/guardian of the student must assume responsibility for informing the school personnel of any changes in the student's health or change in medication. For the safety of our student, all medication is to be brought to and/or picked up from the school nurse's office by a parent/guardian.

Do not send medication of any type to school with a student.

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.

Student Illnesses

In the event that a student becomes sick while at school parents will be contacted by the school nurse to pick the student up.

HOMELESS

Missouri school districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migratory workers, and neglected or delinquent students.

If you need assistance or have questions regarding homelessness, please contact the Assistant Superintendent at (636)-745-7200.

HOMEWORK

Work assigned for home study provides practice for materials previously presented in the classroom. Under most circumstances, students should be able to complete homework assignments with minimal assistance. Parents/Guardians are encouraged to contact the teacher if their student is having extreme difficulty with homework or if the child is spending an inordinate amount of time with homework on an ongoing basis. Parents/Guardians may be asked to provide additional home assistance should their student be struggling in an academic area.

Homework is an extension of the classroom. Examples of homework activities include

- preparing for a test,
- completing assignments not finished during the school day,
- additional drills or practice on basic skills,
- reading for exploratory purposes, enjoyment, and enrichment,
- scientific experimentation,
- extended projects over a period of time, and make-up work missed during absence.

HONORS AND AWARDS

Throughout the year students are recognized for their accomplishments. The following are examples of recognitions that may be earned by students each year.

- Student recognitions are given during the school year dependent upon classroom and building-wide activities in correlation with academic and special programs.

TECHNOLOGY USAGE POLICIES [EHB](#), [EHB-R](#), [EHB-AF1](#), [EHB-AF2](#)

The purpose of the Wright City R-II School District's network, including Internet access and other technological resources, is to support and enhance communication, learning, and teaching. Acceptable uses of the network are activities that promote the school's goals and mission.

Each school year parents/guardians and students are provided with written guidelines pertaining to the district's network. Access to and use of the school's network is only allowed if all parties agree, in writing, to abide by the guidelines in regards to personal safety and responsibility, respect for privacy, illegal activities, copyright and e-mail regulations, and the use of school resources.

Every effort is made to block access to inappropriate sites and materials. Elementary students must receive permission to access network sites and are closely monitored during its use.

Should a student accidentally encounter material(s) that violate the rules of appropriate use he/she is to immediately notify a staff member.

Anyone using the district's network may be monitored for improprieties in accordance with board policy. Evidence of impropriety will be given to the building principal for review.

LIBRARY

Wright City East Elementary is an excellent source of reading and resource materials for students. The library book collection is continually updated and students are encouraged to check out materials. Teachers schedule visits to the library for their students and students may go to the library before school begins. Book fairs are held during the year so students may purchase books for their own personal use.

LOST AND FOUND

The lost and found is located outside the elementary gymnasium. If your child has lost something (i.e. shoes, lunchbox, coat), please check in the lost and found box. Small, breakable, or valuable items are to be turned in to the elementary office to await claim. Items that remain unclaimed at the end of the school year will be donated to a charity organization or distributed as appropriate.

Notice of Non-Discrimination

The District does not discriminate on the basis of race, color, national origin, ethnicity, ancestry, sex, religion, disability, age, genetic information, sexual orientation or perceived sexual orientation in its programs, activities, or employment practices. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

<p>Section 504 Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>	<p>Title VI Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>	<p>Title IX Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>
<p>Americans with Disabilities Act (Title II) Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>	<p>Age Discrimination Act and Age Discrimination in Employment Act Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>	<p>Title VII Coordinator Assistant Superintendent 90 Bell Road Wright City, MO 63390 Telephone: 636.745.7200</p>

Any person may also contact the Kansas City Office for Civil Rights, U.S. Department of Education, regarding the District's compliance with Section 504, Title II, Title VI, Title IX, and the Age Discrimination Act.

Office for Civil Rights

U.S. Department of Education 8930 Ward Parkway, Suite 2037 Kansas City, MO 64114-3302

Telephone: 816-268-0550

Any person may also contact the Equal Employment Opportunity Commission for concerns relating to the Age Discrimination in Employment Act, or Title VII.

Robert A. Young Federal Building 1222 Spruce Street, Room 8.100, St. Louis, MO 63103

Telephone: 800-669-4000

Other agencies dealing with non-discrimination issues include: Missouri Commission for Human Rights U.S. Department of Justice Department of Labor and Industrial Relations

Notice to Building Occupants, Parents/Guardians, and Workers

Asbestos

In compliance with the Asbestos Hazard Emergency Response Act of 1986 (AHERA), the Wright City R-II School District conduct three-year re-inspection services as part of our asbestos management plan. Most recently, this reinspection was completed by Environmental Consultants, LLC.

The only district building containing asbestos is Wright City High School. All asbestos was recently inspected by an outside firm as part of the management plan. No conditions warranting action were found. Select district personnel have received training and conduct semi-annual inspections as part of the management plan.

A copy of the management plan is available for public review in the superintendent's office.

Pest Management System (IPM)

The Integrated Pest Management (IPM) program is specifically designed for the sensitive environment of the Wright City School District and its guests, employees, and vendors. It involves a thorough inspection of your facilities and a monitoring program that utilizes the products and treatment methods that have the least impact on the staff, children, visitors and non-targeted organisms.

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS ([Policy IGBC](#))

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

Parent/Family Involvement Goals and Plan

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

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

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

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - a. Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - b. Providing access to educational resources for parents/families to use together with their children.
 - c. Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to

provide input into district policies and volunteer time within the classrooms and school programs.

4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents. Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

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

Title I Program Parent Involvement

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

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

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

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

inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

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

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

Limited English Proficiency Program Parent Involvement

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

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

Policy Evaluation

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

PARTIES

Preschool through fifth-grade classrooms have three scheduled parties during the school year. These parties include Halloween, Winter, and Valentine's Day. Teachers are in charge of the classroom at all times. Parents wishing to sign students out may do so, but keep in mind that any minute missed will count against the student for attendance. All party guests must leave the building at 2:45 to allow classes to wrap up their day and begin the process of dismissal. Parents choosing to wait for students, rather than signing them out early, will need to follow the proper procedures and come through the carpool line for pick up. No parents will be allowed to wait in the classroom until dismissal time.

Parents/Guardians wishing to bring birthday treats for the classroom are asked to make prior arrangements with their child's classroom teacher. We strongly encourage healthy snacks as birthday treats. Birthday treats may be given out during the lunch period or at the end of the day to members of the students' class. If bringing a cookie cake, please ensure it is cut prior to being delivered to the classroom. Students may not deliver treats to other classrooms. During school hours, treats should be brought to the elementary office.

Invitations for out-of-school parties cannot be brought to school for distribution. The sending of gifts (e.g., flowers, stuffed animals, balloons) to students is discouraged as this can cause a disruption to the instructional environment. Such items may be held in the school office until the end of the day and may be picked up by the student upon dismissal.

Safety standards require that all food items must be purchased foods (e.g., prepackaged from the store or bakery). Due to life-threatening food allergies, it is recommended that any food for classroom distribution and/or instruction not contain peanut butter or nuts.

PICTURES

Individual and class school pictures are taken each year. Parents/Guardians will be informed of the exact dates so the students will be prepared for their pictures to be taken. There is no obligation on the part of the parents/guardians to buy these pictures. Pictures are taken for yearbook and school purposes, even if no pictures are purchased by our students' families.

We also look for opportunities to photograph exciting lessons and school events to share on our school Facebook and Twitter pages. If you do not want your child's photo used please notify the district through the [Disclosure Opt Out Form](#).

PROMOTION AND RETENTION

In recognizing that students progress through the developmental continuum at different rates, the district provides for individual student needs through varied and adaptable educational programs. Most students progress annually from grade to grade.

Only a limited number of retentions are appropriate or effective. Retention is considered only when there is a reasonable chance of its benefit for the student. Retention is based on multi-criteria and occurs only after:

- A very thorough and complete professional analysis of a student's academic, social, and emotional needs has been completed.
- Sufficient data (e.g., academic achievement, attendance, interventions, observations) have been reviewed.
- Communication with parents has taken place with the first notification letter of possible (considered for) retention being sent before February 1.

In addition, as a result of Missouri SB319, school districts must assess and determine the grade-level reading ability of students who transfer in during the school year. This determination must be made within 45 days of the end of the school year. The assessment is not required for students who have already been determined to be reading at or above grade level. Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment.

With input from parents, school districts must develop an individualized "Reading Improvement Plan" to be implemented for any student who was determined to be reading below grade level in defined areas according to DESE and SB681. Each district will determine the content of students' reading improvement plans.

After fourth grade, if a student is determined to be reading below third grade level, the student shall be required to attend summer school to receive reading instruction. At the end of such summer school, the student shall be given another reading assessment. If such a student is determined to be reading below third grade level, the district shall notify the student's parents/guardians, and the student shall not be promoted to fifth grade. No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this section.

Parents/Guardians will receive prior notification and explanation concerning possible retention. However, the decision will rest with the school administration. Parents may appeal this decision to the Board of Education.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Wright City R-II policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Wright City R-II will directly notify parents of these policies at least annually at the start of each school year and after any substantive

changes. Wright City R-II will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Wright City R-II will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

Parents who believe their rights have been violated may file a complaint with:

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

RECESS

Outdoor recesses are scheduled each day. Parents/Guardians should be sure their children's clothing is suitable for outside play activities. Indoor activities are planned during inclement weather when children cannot safely play outside. Students are not allowed to bring balls to school. All playground equipment is provided by the school.

After an illness, a child who presents a written request from a doctor is permitted to remain indoors for the designated length of time. Such a request from a parent will be honored for up to one week.

Cold Weather Guidelines for Elementary

It is the elementary school's procedure that during cold weather, the decision for outside recess and activities will be based on weather as listed on the Accuweather website (www.accuweather.com) for Wright City, Mo. If the air temperature or "feels like" temperature is at or below 25°F, no outdoor activities or outdoor recess will be held. Indoor recess will be available to students.

Extremely cold weather can be very dangerous. Parents and guardians should be certain that their children are appropriately clothed with mittens, hats, coats, etc., so they can be comfortable both inside and outside. Most days your student will be going outside for some period of time either at recess or traveling to/from school.

Heat Advisory Guidelines for Elementary

A primary focus of our teachers and staff is to ensure that we provide our children with a

safe and caring learning environment during school and while traveling to and from school. Consistent with this commitment, we have established the following procedures to safeguard elementary students that aligns with the MSHSAA recommendations for heat/humidity levels. Outdoor activities and outdoor recess will be indoors when the wet bulb globe thermometer reads 90 or higher on the heat bulb device.

Please take special precautions on extremely hot days including dressing your children in lightweight clothing, limiting outdoor activity and drinking plenty of fluids. We look forward to a safe and healthy school year.

RESIDENCY

According to the school laws of Missouri (167 RSMO), students attending in the Wright City R-II School District must be a permanent resident within the defined Wright City R-II School District boundaries and reside with their parent(s), resident-caregiver, or court-appointed, legal guardian within such boundaries.

During the school year, if a student moves within the district, it is vital that a parent/guardian notifies the elementary office of the change of address. Please contact the elementary office should other information pertaining to your child (e.g., phone number, immunizations, medications) change during the school year.

SPECIAL EDUCATION

The district seeks to identify, evaluate and provide free and appropriate educational services in the least restrictive environment to all qualified students with disabilities within the definitions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). 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.

Students with disabilities may be eligible for accommodation under district policy even though they are not eligible for services pursuant to the IDEA. The district will initiate a referral if a student requiring accommodation is also believed to be a student with a disability under the IDEA. Implementation of an IEP in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504. If a student is in need of special services which are not currently being provided, contact should be made with the Office of Special Student Services through the administrative office of the district.

It is the policy of the Board of Education to provide a free and appropriate public education (FAPE) for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

Child Find

The district has an obligation to locate, identify and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless or attend private schools located within the boundaries of the school district. Any individual who knows or believes

that a student has a disability and is in need of accommodation or special education should contact the school's principal or the district's special education director immediately.

The district will notify all parents/guardians and students of its obligations under this policy and the law. The district will also utilize public media and other postings to notify the public of the district's legal obligations as required by law.

Evaluation and Identification

The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

Specific Learning Disabilities

The Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

Children Three to Five Years of Age

When identifying children three to five years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.

Independent Evaluations

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The Board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria and cost guidelines. These items will adhere to rules published in the Missouri State Plan and the local plan for compliance with the law.

Students Placed in Private Schools by Their Parents/Guardians

For the purpose of this policy, a "private school" is defined to include home schools and religious/parochial schools.

In general, the Wright City R-II School District has no obligation to provide FAPE or special education and related services to any individual student enrolled in a private school by his or her parents/guardians. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

The district will work with private schools located within its boundaries to identify and evaluate students attending the private schools who may be eligible for special education services. When a student is determined eligible, the district will offer to enroll the student and provide the student special education and related services in the district.

Parents/Guardians of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability FAPE pursuant to law. The individualized education program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day or term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside the formal classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of the student's curriculum that need continuous attention.
8. Ability of the student's parents/guardians to provide educational structure.
9. Particular curricular or vocational needs of the student.
10. Opportunity for the student to interact with nondisabled children.

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than six weeks prior to the end of the regular school term.

Mediation

The Board of Education authorizes the superintendent to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the superintendent to contact an attorney for legal advice prior to making any

decisions. In the absence of the superintendent, the assistant superintendent is authorized to perform his or her duties under this section.

Resolution

The Board of Education designates the special education director to represent the school district in resolution meetings and gives the special education director decision-making authority on behalf of the district. The special education director has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. In the absence of the special education director, the superintendent/assistant superintendent is authorized to perform his or her duties under this section. All other settlement agreements must be approved by the Board.

STUDENT RECORDS ([Policy JO](#))

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 transmission 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 as directed. Parents and eligible students should notify the district if they do not want the information released through the [Disclosure Opt Out Form](#).

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 email 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:

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.

SURVEYING, ANALYZING, OR EVALUATING STUDENTS (POLICY JHDA)

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or

distributed by a school to a student. The term “instructional material” does not include academic tests or academic assessments.

In general, the district will not collect, disclose, or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with board policy.

Consent Required

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis, or evaluation (hereafter referred to as “protected information survey”) that reveals any of the following information without written, positive parental consent (must opt student in):

1. Political affiliations or beliefs of the student or the student’s parent.
2. Mental or psychological problems of the student or the student’s family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized, privileged, or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliation, or beliefs of the student or the student’s parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Notice and Opportunity to opt-out

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. Any protected information survey, funded by any source other than the U.S. Department of Education
2. Any nonemergency, invasive physical exam, or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except of hearing, vision, or scoliosis screenings.
3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing, selling, or otherwise distributing information to others.
4. Any photographed, audio taped, and/or videotaped in public school activities of child/children.

The district will directly notify parents at the beginning of the school year of the specific or approximate dates during the school year when the above listed activities will occur or are expected to be scheduled.

Notification of Privacy

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These

measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and board [policy JO](#).

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

TEACHING ABOUT HUMAN SEXUALITY

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to the requirements of state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate. For more information regarding the content of the District's human sexuality instruction, please see [Policy IGAEB](#), Teaching About Human Sexuality. Please note that parents/guardians have the right to remove their student from any part of the district's human sexuality instruction. Further, the district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

Sexual Abuse

In accordance with the law, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 regarding sexual abuse, including, but not limited to, instruction on

1. How to recognize sexual abuse;
2. How to report an incident of sexual abuse;
3. How to obtain assistance and intervention; and
4. Resources for students affected by sexual abuse.

Trauma-Informed School

[The Missouri Model: A Developmental Framework for Trauma-Informed Schools Initiative Publication](#)

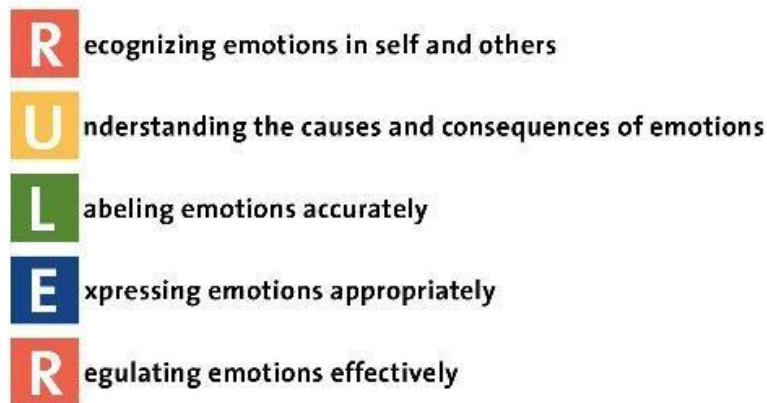
Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the “Trauma-Informed Schools Initiative.”

For the purposes of this initiative, the following terms are defined as follows:

1. “Trauma-informed approach” – an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan “Trauma-informed school” – a school that:
 - a. realizes the widespread impact of trauma and understands potential paths for recovery
 - b. recognizes the signs and symptoms of trauma in students, teachers, and staff
 - c. responds by fully integrating knowledge about trauma into its policies, procedures, and practices; and
 - d. seeks to actively resist re-traumatization

The implementation of a trauma-informed approach is an ongoing organizational change process. A “trauma-informed approach” is not a program model that can be implemented and then simply monitored by a fidelity checklist. Rather, it is a profound paradigm shift in knowledge, perspective, attitudes, and skills that continue to deepen and unfold over time. Some leaders in the field are beginning to talk about a “continuum” of implementation, where organizations move through stages. The continuum begins with becoming trauma aware and moves to trauma sensitive to responsive to being fully trauma-informed.

East Elementary is a trauma-informed school that takes great pride in aligning resources and training to support all student’s social-emotional needs. We believe that all emotions matter and follow the RULER process out of Yale University.



SUICIDE AWARENESS AND PREVENTION–Policy JHDFS

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Wright City R-II School District 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.

Additional district information and response plan can be located in school board documents linked [HERE](#).

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.

STAFF/STUDENT RELATIONS–Policy GBH:

Definitions

Educational Purpose – A reason associated with the staff member's duties in the district including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member – For the purposes of this policy, a staff member is any individual employed by the district, including part-time and substitute employees and student teachers.

Student – Individuals currently enrolled in the Wright City R-II School District.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship, or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

The district respects the privacy of students. However, in order to maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property or district property used by students and, in some limited situations, may require students to undergo drug and/or alcohol testing. All searches will be conducted professionally and in accordance with law. The superintendent or designee is directed to provide staff with appropriate training and is authorized to contact the district's attorney for advice prior to conducting any search.

Searches by District Personnel

Searches of District Property

Students do not have an expectation of privacy in district-provided property. Lockers, desks, technology and other district property are provided for the convenience of students and are subject to periodic inspection in accordance with law.

Searches of Student Property

Student property, including vehicles parked on district property, may be searched based on reasonable suspicion of a violation of law, district policy or other rules applicable to students. Reasonable suspicion must be based on facts known to the administration, credible information, or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification for the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses when possible.

Searches of Students

If reasonable under the circumstances, district administrators performing a search may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose undergarments not otherwise observable.

District administrators will contact law enforcement officials to perform a search if they reasonably suspect that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. District administrators may contact law

enforcement officials for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot be conducted safely.

District employees, administrators, and volunteers, other than commissioned law enforcement officials, shall not strip search students, as defined in state law, except that an administrator may conduct such a search if a commissioned law enforcement officer is not immediately available and the administrator has reason to believe that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others.

If a student is strip-searched, as defined in state law, by an administrator or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible. For the purposes of this section, the term "strip search" shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student, give medical attention to a student, or screen a student for medical conditions.

Drug-Detection Dogs

The district may arrange for law enforcement officials to use professionally trained dogs to detect the presence of drugs on district property. A dog alerting to the presence of drugs will constitute reasonable suspicion for district administrators to conduct a search.

Drug-detection dogs will not come into direct contact with students. The superintendent or designee shall develop procedures for the use of drug-detection dogs.

Student Drug and Alcohol Testing

If district personnel have reasonable suspicion that a student is inebriated or has come to school soon after consuming drugs or alcohol, the district may require the student to participate in a drug or alcohol test given by district authorities. If the student refuses to participate, the student may be disciplined as if the student tested positive for the substance.

In accordance with the law, the district may implement a random student drug-testing program for students in extracurricular activities.

School Resource Officers

A school resource officer (SRO) may accompany district officials executing a search or may perform searches under the direction of district officials based on the reasonable suspicion standard. However, the SRO may choose not to participate in the search if the SRO believes that such participation might interfere with the successful future criminal prosecution of the student. Additional information can be found on the school board documents linked [HERE](#).

STUDENT DISCIPLINE: POLICY JG

The Wright City School District understands the importance of maintaining a safe school environment and a climate that allows teachers to communicate effectively with all students in classes so that student learning can be maximized. The Wright City School District views student discipline as a learning opportunity for all students that has as its ultimate goal improved student behavior and a safe school environment. Discipline will be trauma-informed, equitably applied, restorative in nature, and will be developmentally

appropriate. The district seeks to minimize the exclusion of students from classrooms and schools and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment.

The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The board encourages the superintendent to recommend changes to board policy related to student discipline as needed.

Discipline Code

To assist district staff in maintaining the necessary education environment, the board of education has created a discipline code that addresses the consequences 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 district's comprehensive written code of conduct includes, but is not limited to, this policy, JG-R1, JG-R2, JG-R3, JG-R4, JGA, JGB, JGD, JGE, JGF and associated procedures. The district's comprehensive written code of conduct will be placed on the district's website, and a copy will be available in the superintendent's office during normal business hours. The code of conduct will be distributed to all students and their parents/guardians at the beginning of each school year, which may be accomplished by directing students and parents/guardians to the district's website. These policies, regulations and procedures will apply to all students in attendance in the district's instructional and support programs as well as at district-sponsored activities.

Equity

All district staff are required to enforce district policies, regulations and procedures in a manner that is consistent, developmentally appropriate and equitable. District staff may increase or decrease the consequences for student behavior based on individual circumstances. Documentation explaining the reasons for the variance will be included in the discipline resolution report as logged in the school information system. The superintendent or designee will review district data on a regular basis to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the board of education for policy changes, additional training for staff, or resources to further the district's goal of providing equitable discipline for all students.

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.
The student's conduct creates a substantial negative disruption to the educational environment during school hours and programming.
2. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction (not a juvenile court). The board may suspend such students after a hearing in accordance with law.
3. The student has been indicted on, charged with or convicted of one of the specific crimes listed in ' 167.171, RSMo. (see in policy JEC) or a petition has been filed or

adjudicated in juvenile court involving one of the specific crimes listed in ' 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.

4. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

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 the law.

Enforcement

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with board-adopted discipline policies and regulations, and will reflect the board's commitment to utilizing trauma-informed approaches and restorative practices.

The board expects each teacher to maintain an ethical standard of conduct in the classroom. Teachers have the authority and responsibility to make and enforce necessary rules for discipline in the classroom, subject to review/approval by the building principal as long as they are consistent with board-adopted discipline policies and regulations and reflect the board's commitment to utilizing trauma-informed approaches and restorative practices.

All district staff enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses and emphasize discipline as a learning experience.

Training

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the approved methods for dealing with acts of school violence and disciplining students with disabilities.

Student Discipline Policy for Kindergarten – 2nd grade

This discipline policy, adopted by the Wright City R-II Board of Education, states guidelines for dealing with some, but not all offenses that may occur and provides guidelines for the manner in which discipline policy violations will be handled. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. These will be considered maximum guidelines. Students with disabilities will be disciplined in accordance with this policy subject to the modifications of the discipline process mandated by law. The district may also discipline students for off-campus conduct that

negatively impacts the educational environment, to the extent allowed by law. The district recognizes the value of handling student discipline infractions equitably, which in the context of this policy strongly considers student development. The district also believes in the power of handling student discipline through a lens that focuses on the restoration of relationships and emphasizes that student discipline should be framed as a learning experience. Through these efforts, the district will empower a discipline approach that aligns with restorative practices and maintains a trauma-informed approach.

The district defines restorative practices as a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

The district, pursuant to the Missouri Trauma-Informed Schools Initiative, defines a trauma-informed approach as an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan. The district defines a trauma-informed school as a school that realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in students, teachers and staff; responds by fully integrating knowledge about trauma into its policies, regulations, procedures and practices; and seeks to actively avoid re-traumatization.

The district believes that through an intentional approach to discipline, this policy will create an environment most conducive to learning and will allow for the highest level of school safety.

Reporting to Law Enforcement

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

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

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

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsions, and Other Disciplinary Consequences

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

Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

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

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

Students who violate the prohibitions in this section may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Pursuant to law, no student will be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel.

Impact on Grades

Students will be allowed to make up work for days missed as a result of out-of-school suspension (OSS).

Students with disabilities will be disciplined in accordance with this policy subject to the modifications of the discipline process mandated by law.

Prohibited Conduct

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

Principal's Discretion Clause - Building administrators reserve the right to alter the consequences should circumstance warrant.

Bus or Transportation Misconduct (see Board policy JFCC) - Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. Suspension of transportation privileges may be used as an alternative consequence.

District Property/District-Sponsored Activity - Any offense committed by a student on district property or at a district-sponsored activity shall be punished in the same manner as if the offense had been committed at the student's assigned school.

Disciplinary response options implemented by teacher or staff member for minor misbehaviors which interfere with the orderly operation of the school (i.e., classroom disturbances such as talking, out of seat, failure to complete assignments, etc):

One-to-one counseling between teacher and student.

Withdrawal of recess or other privileges.

Assigned seating in class or in the lunchroom.

Time-out.

Communication with the parent by phone or letter.

Restricted use of restroom when appropriate (i.e., escorted to restroom, etc.)

Detention time after school.

Student Discipline

This discipline policy, adopted by the Wright City Board of Education, states guidelines for dealing with most, but not all, offenses that may occur. These are considered guidelines for maximum consequences.

Disciplinary Programs

The consequences enumerated below are guidelines used by building administrators to implement the Wright City School District policy JG. Offenses are divided into three classes:

Class A – Minor violations that disrupt the learning environment

Class B – Major violations that disrupt the learning environment

Class C – Major violations that disrupt the learning environment and violate Missouri state statutes

Consequences for violations fall within one of four levels. Building administrators have the discretion to select among the consequences within each level. Each time a student commits a specific violation, the student moves to the next level.

Level 1

1. Restorative conversation with student, staff and other students involved
2. Contact with parent/guardian
3. Reteaching of classroom expectations, positive reteaching opportunities

And/or

4. Loss of privileges, such as but not limited to
 - Recess time
 - Lunch privileges
 - District technology

Level 2

Restorative conversation with student, staff and other students involved

1. Contact with parent/guardian
2. Reteaching of classroom expectations, positive reteaching opportunities,

And one of the following:

3. Loss of privileges, such as but not limited to
 - Recess time
 - Lunch privileges
 - District technology
4. Up to five days restorative room
5. Completion of the restorative packet is required
6. Up to three days OSS
 - Final day of OSS should be served in restorative room to complete restorative packet
 - Optional re-entry meeting with the student, staff members, family

Level 3

1. Restorative conversation with student, staff, and other students involved
2. Contact with parent/guardian
3. Reteaching of classroom expectations, positive reteaching opportunities

And one of the following:

4. Loss of privileges, such as, but not limited to:
 - Recess time
 - Lunch privileges
 - District technology
5. Up to ten days restorative room
 - Completion of the restorative packet is required
6. Up to ten days OSS
 - Final day of OSS should be served in restorative room to complete restorative packet
 - Optional re-entry meeting with student, staff members, family
 - Notification of SRO

Level 4

1. Restorative conversation with student, staff, and other students involved
2. Contact with parent/guardian

And one of the following:

3. Up to ten days restorative room
 - Completion of the restorative packet is required
4. Ten days OSS
 - Final day of OSS should be served in restorative room to complete restorative packet
 - Optional re-entry meeting with the student, staff members, family
5. Referral to the superintendent for up to 180 days OSS
6. Review for possible expulsion
7. Involvement of SRO

Class A Offenses

Class Disruptions

Level 1, 2, or 3

Dress Code

- (see board policy JFCA) – All students are expected to dress appropriately. Examples of unacceptable dress are bare feet, bare midriffs, open backs, muscle shirts, short shorts or skirts, low necklines, tube tops, halter tops, sagging pants (undergarments are not to be visible), clothing with profane or suggestive language imprinted (including drug, alcohol, or tobacco advertisements).* Hats, head coverings, jackets, coats and backpacks are not to be worn during the school day. Visible piercings

include ears only.

*The office will provide a T-shirt or sweatpants to be worn for the day.

Students will receive personal clothing back in exchange for school-issued clothing at the end of the day.

Level 1 or 2

Horseplay, running in halls, poor attitude, wandering halls

- **Students who do not act in a mature manner.**

Level 1, 2, or 3

Nuisance Items

- Possession or use of items such as toys, games, and portable media players that are not authorized for educational purposes. Parents may be required to come to school to pick up confiscated items.

Level 1 or 2

Public Displays of Affection (PDA)

- Consensual physical contact which is inappropriate for the school setting, including, but not limited to, kissing and groping.

Level 1 or 2

Technology Misuse

- Using, displaying, or turning on pagers, cell phones, personal digital assistants (PDAs), personal laptops, or any other electronic communication devices, without teacher permission during instructional class time.
- Using district technology for anything other than educational purposes as assigned by teachers.

Level 1, 2, or 3

Class B Offenses

Academic Dishonesty

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

The assignment must be redone.

Level 1, 2, or 3

Dishonesty

- Act of lying, whether verbal or written, including forgery.

The forged document must be nullified.

The forged assignment must be redone.

Level 1, 2 or 3

Disrespectful or Disruptive Conduct or Speech (see board policies AC and ACA if illegal harassment or discrimination is involved)

- Verbal, written, pictorial, or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities, or school functions.

Level 1, 2, or 3

Failure to Care for or Return District Property

- Loss of, failure to return, or damage to district property, including, but not limited to, books, computer, calculators, uniforms, and sporting and instructional equipment.

Level 2 or 3

Inappropriate Physical Contact

Level 2 or 3

Insubordination

Level 2 or 3

Profanity

Level 1 or 2

Class C Offenses

Arson

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

Level 3 or 4

Assault

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

Level 3 or 4

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

Level 3 or 4

Bullying and Cyberbullying (see board policy JFCF)

- Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for their physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to, physical actions including violence, gestures, theft or property damage; oral, written or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts. Cyberbullying is a form of bullying committed by the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager.

Level 3 or 4

Drugs (see board policies JFCH and JHCD)

- Possession, sale, purchase, or distribution of any over-the-counter drug, herbal preparation of imitation drug, or herbal preparation.
Level 3 or 4
- Possession of drug paraphernalia or possession of or attendance while under the influence of, or soon after consuming, any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalant, counterfeit drug, or imitation controlled substance, including controlled substances and illegal drugs defines as substances identified under schedules I, II, III, IV, V in section 202(c) of the Controlled Substances Act.
Level 3 or 4
- Sale, purchase, or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalant, counterfeit drug, imitation controlled substance, or drug-related paraphernalia, including controlled substances and illegal drugs defines as substances identified under schedules I, II, III, IV, V in section 202(c) of the Controlled Substances Act.
Level 3 or 4

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Consequences

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

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

discipline policy.

Level 3 or 4

False Alarms (see also "Threats or Verbal Assault")

- Tampering with emergency equipment, setting off false alarms, making false reports, communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of district property.
Level 1, 2, or 3

Fighting (see also, "Assault")

- Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.
Level 2, 3, or 4

Harassment, including Sexual Harassment

(see board policies AC and ACA and note that additional provisions of the code of conduct may apply to the student's behavior)

- Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.
Level 2 or 3
- Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.
Level 3 or 4
- Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.
Level 4

Hazing (see board policy [JFCG](#))

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

Level 2 or 3

Incendiary Devices or Fireworks

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

Level 3 or 4

Sexting and/or Possession of Sexually Explicit, Vulgar, or Violent Material

(see board policies AC and ACA)

- Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value.

Level 2, 3, or 4

Sexual Activity

- Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.

Level 3 or 4

Technology Misconduct

(see board policies EHB and KKB and procedure EHB-API)

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

Level 2, 3, or 4

- Violations, other than those listed above, of board policy EHB, procedure EHB-API, or any policy or procedure regulating student use of personal electronic devices.

Level 2, 3, or 4

- Use of audio or visual recording equipment in violation of board policy KKB. Level 2, 3, or 4

Theft

- Theft, attempted theft, or knowing possession of stolen property. Level 2, 3, or 4

Threat or Verbal Assault

- Verbal, written, pictorial, or symbolic language or gestures that create a reasonable fear of physical injury or property damage. Level 2, 3, or 4

Tobacco, Electronic Cigarettes (vaping products) other nicotine-delivery products or imitation tobacco products, as defined in policy AH and/or Tobacco Paraphernalia, Use or Possession (on district grounds)

- Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with district policy JHCD. Level 2, 3, or 4

Unauthorized Entry

- Entering or assisting any other person in entering a district facility, office, locker, or other areas that is locked or not open to the general public; entering or assisting any other person in entering a district facility through an unauthorized entrance; assisting unauthorized persons in entering a district facility through any entrance. Level 3 or 4

Vandalism (see board policy ECA)

- Damage to the district, staff, or student property. Level 2, 3, or 4

Weapons (see board policy JFCJ)

- Possession or use of any weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo. which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person. Level 3 or 4
- Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2). Level 3 or 4
- Possession or use of ammunition or a component of a weapon. Level 3 or 4

Due Process

All students will be afforded due process as guaranteed by the constitutional provisions. The process will be in accordance with state law and with provisions outlined in the board's

policy.

TELEPHONE/CELL PHONES

To protect teaching-learning time, students will not be called from class to take an incoming phone call. The school strongly discourages the carrying of cell phones or electronic devices to/from school. These are expensive items that are a high risk for being lost or stolen. In addition, cell phones can be a significant school distraction.

We understand that you may not be with your child after school and you prefer them to carry a cell phone. In this case, all phones should remain off during the school day and in backpacks. Cell phones may be confiscated by school staff if a student is using his/her phone during the school day. These will be stored in the office for a parent/guardian to pick-up.

UNSCHEDULED SCHOOL CLOSINGS

In the event of inclement weather or an unforeseen emergency, listen/watch for the Wright City R-II School District name on the following radio and television stations:

· Radio Stations

KWRE	730	AM
KMOX	1120	AM
KLOU	103.3	FM
KFAV	99.9	FM

Television Stations

KTVI	Channel 2
KMOV	Channel 4
KSDK	Channel 5

In addition, unscheduled closing will also be posted on our district's website, on the Parent Portal, Facebook, Twitter and distributed through e-mail or by text for those families having registered for School Dispatch.

Each child should have an Early Release form on file in the office which has been completed by a parent/guardian (at the beginning of each school year or when registering during the school year) detailing where their child(ren) should go in the event of a scheduled early release day or an unscheduled early release closing.

VISITORS

In order to provide a secure environment, during academic hours all parents/guardians and other visitors are required to report to the office and sign in before going further into the building. Badges (e.g., visitor, volunteer, staff) are required to be worn in an easily visible location by all visitors and staff. Parents/Guardians and other visitors must sign out in the office when leaving school property.

Parents/Guardians are welcome to visit the school. Visits should be prearranged through the principal and/or classroom teacher. Individuals, other than parents/guardians, who wish to observe in a classroom, must obtain prior permission from the building principal. In order to ensure limited disruption to instruction and the learning environment, the principal

reserves the right to limit the length of time as well as the date and time of day when visits may occur.

Students may not bring other children to school as visitors in the classroom.

VOLUNTEERS

Volunteers provide a valuable service to the students and staff at Wright City East Elementary. Activities performed by the volunteers will be varied as determined by the classroom situation and teacher with approval of the principal. Confidentiality of information while volunteering must be maintained.

Volunteers are to sign in and out of the office and wear a volunteer badge while in the building. Preschoolers or other children are not permitted to accompany volunteers during the school day without prior authorization from the principal.

All volunteers interested in working with our students by chaperoning field trips or other hosted school events where the volunteer is interacting with groups of students must register fingerprints through the Missouri State Highway Patrol fingerprint background check. The cost is \$43.00 and more information may be found under the [Parents tab of the district website](#). We encourage volunteers to do this at the beginning of the school year to limit delays when there is a need to volunteer.

Wright City School District Chromebook [Policy Handbook](#)

Agreement and Student Pledge

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 00224487.2 52 courses offsite. 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.

Enrollment in Virtual Courses

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable. A student or parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a MOCAP virtual course through the district. The student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff, such as the school counselor or district special education director, determines that there is good cause to refuse the student enrollment in the course. For enrollment in a MOCAP course, good cause is limited to situations where it is not in the best educational interest of the student to enroll in the course. Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE) as detailed later in this policy. For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent or designee's decision will be final. The superintendent or designee is authorized to consult the district's attorney prior to making a decision.

Students with Disabilities

In general, students with disabilities may enroll in district-sponsored virtual courses or MOCAP virtual courses using the same approval process applicable to other students. However, in accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved. Any appeal of that decision must be made through the special education process rather than to the superintendent or designee or the Board. If a student who is receiving accommodations for a disability under Section 504 of the Rehabilitation Act (Section 504) is enrolled in a virtual course, the student's Section 504 team will determine whether any additional accommodations are necessary for the student.

Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not successful in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future. Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors not controlled by the student. Students enrolled in a district-sponsored or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law. A completed virtual course shall be counted as no less than 95 percent attendance for purposes of A+ eligibility.

End-of-Course (EOC) Examinations

Students are required to take state-required EOC examinations administered by the district regardless of whether the course for which the examination is required was taken virtually or in the traditional classroom. The district will inform students and parents/guardians in handbooks, registration documents and on the homepage of the district's website of the option to enroll in virtual courses, including courses offered through MOCAP, as required by law.

MOCAP

In accordance with state law, the district will pay the cost of student enrollment in MOCAP virtual courses as long as:

1. The student meets eligibility requirements;
2. The student has approval for enrollment in accordance with this policy; and
3. Taking the course does not cause the student to exceed full-time enrollment in the district.

In addition to the requirements listed above and in accordance with law, a student is eligible to enroll in a MOCAP course through the district if:

1. The student resides in and is enrolled in the district on a full-time basis;
2. The student has attended a public school or charter school full-time for at least one semester immediately prior to enrolling in a MOCAP course;* and
3. The enrollment is approved by the principal or designee.

*A student will be excused from this requirement if he or she has a documented medical or

psychological diagnosis or condition that prevented the student from attending a school in the district during the previous semester. The district is not obligated to provide students computers, equipment or Internet access to take a MOCAP course unless otherwise required by law to accommodate a student with a disability. District counselors or certificated staff will develop an individual career and academic plan (ICAP) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a MOCAP course.

Appeal

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within seven days of the Board's final decision.

Payment

The district will pay a MOCAP course provider a monthly pro rata amount based on a student's completion of assignments and assessments, subject to the cost limitations in state law. The district will stop making monthly payments if a student discontinues enrollment. The superintendent or designee is authorized to negotiate lower course rates with MOCAP course providers when possible.

Monitoring and Reporting

The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a student from a course if it does not meet the educational needs of the student. The district may terminate access to a course or refuse to allow students to enroll in a MOCAP course if the district determines that the course is not meeting the educational needs of the students enrolled in the course. All concerns regarding the quality or delivery of a MOCAP course will be reported to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Transfers

The district will accept transfer credits students earn by successfully passing approved MOCAP courses if the course provider gives the district an official record of the completed course and the grade earned. Students who transfer to the district while enrolled in MOCAP courses will be allowed to continue enrollment in those courses even if the course provider is not one used by the district.

Wright City RII School District School Board Policies

The Wright City R-II School Board Policies are reviewed yearly and can be found at this link, https://simbli.eboardsolutions.com/SB_ePolicy/SB_PolicyOverview.aspx?S=507&Sch=507

PLEASE NOTE THAT THE SCHOOL HANDBOOK PROVIDES MANY OF THE SCHOOL RULES, POLICIES, AND GUIDELINES. THIS IS NOT DESIGNED TO BE A COMPREHENSIVE LIST OF EVERY RULE, POLICY, OR GUIDELINE THAT MAY BE IN PLACE OR ENFORCED. THIS IS SUBJECT TO CHANGE.

PLEASE CONTACT DAWN HICKMAN, PRINCIPAL, WITH ANY QUESTIONS OR FOR ADDITIONAL INFORMATION AT 636-463-2710.

NOTIFICATION OF RIGHTS AND OPT OUT FORM

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

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

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

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

Please refer to [Wright City R-II School Board Policy JO](#) regarding the categories of information the district has designated as public directory information and [20 U.S.C. § 7908](#) regarding Armed Forces recruiter access to students and student recruiting information.

In accordance with [JO-AP\(2\)](#): (4. Disclosure of Images and Recordings as Directory Information – The district sometimes creates and maintains images and recordings that are either intended to be disclosed to the public or are otherwise not considered harmful or an invasion of privacy if disclosed to the public, even if the image or recording is directly related to a personally identifiable student. For example, the district, or agents of the district, frequently create images and recordings of concerts, athletic performances and graduations.

If the parents of a student or an eligible student have opted out of the disclosure of directory information and the image or recording is directly related to that identifiable student, the district will not disclose the image or recording unless the district is able to isolate or redact the image or recording to protect the student's identity or unless another exception applies. The district will disclose the image or recording if a student is merely pictured in a crowd at a public event and is not the subject of the image or recording.)

[Disclosure Opt Out](#)