



**Herndon Career Center
2024-2025
Student Handbook of
Policies and Procedures**

RAYTOWN C2 SCHOOL DISTRICT: HERNDON CAREER CENTER

11501 E. 350 Highway, Raytown, MO 64138

(816) 268-7140 Office hcc@raytownschools.org (Email)

(816) 268-7150 Counseling (816) 268-7155 Cosmetology

Superintendent of Schools..... Dr. Penelope Martin-Knox

STAFF - HERNDON CAREER CENTER

Job Title

Director
Assistant Director
Assistant Director
Counseling
Career Resource Educator
Principal/Finance Secretary
Attendance Secretary
Counseling and Records Registrar
Clinical Supervisor
Day Custodian
Night Custodian
Night Custodian
Night Custodian

Name

Dr. Cheryl Reichert
Katie Zeiger
Kelli Annin
Katie Cross
Brittnee Maggio
Lisa Orchard
Michelle Moore
Erica Byrd
Mary Carney
Michael Mikkelsen
Chuck Crume
Noy Mongkhonvilay
Aaron Hollingsworth

FACULTY - HERNDON CAREER CENTER

Training Program

Advertising Art & Graphic Design
Auto Collision Technology
Automotive Technology
Behavioral Health
CAPS: Animal Health Science
CAPS: Business Innovation & Creation
CAPS: Education Exploration
CAPS: Turf Management & Horticulture
Construction Technology
Cosmetology
Culinary Arts
Diesel, Industrial & Agricultural Mechanics
Emergency Medical Technician
Foundations of Nursing
Foundations of Nursing
HVAC/Industrial Maintenance
Intro to Physical Therapy & Sports Medicine
Law Enforcement/ Police Science
Welding/ Metal Fabrication
Welding/ Metal Fabrication

Instructor

Brock Martin
Billy Byrd
Dave Pinion
Kelsey Reinkemeyer
Jessica Popescu
Ellie Lilly
Kristin Drummond
Mysti-Ane' Pearce
Jim Oliver
Stephanie Migletz
Mike Chrostowski
Joseph Barratt
Kimberly Dir
Brenda Wickham
Susan Pratt
Ken Cooper
Erin Rowland
Angeleic Huth
Dan Zielinski
Jodie West

Herndon Career Center

GENERAL INFORMATION

Consolidated School District No. 2 (Raytown), in cooperation with five other area school districts, supports and operates the area career & technical center. The five participating school districts include: Center 58, Grandview C-IV, Hickman Mills C-I, Independence 30, and Lee's Summit R-VII. Within the six districts are eleven high schools: Center, Grandview, Lee's Summit, Lee's Summit North, Lee's Summit West, Raytown, Raytown South, Ruskin, Truman, Van Horn, and William Chrisman.

RAYTOWN C-2 SCHOOL DISTRICT BOARD OF EDUCATION POLICY NOTICE

The Herndon Career Center Student Handbook is intended to be used as a ready reference for students and parents giving opportunity to see established policy and procedures for our programs. As the host district of Herndon Career Center, the Raytown C-2 Board of Education policies and regulations cited within this handbook have been summarized. To view the entirety of the policy or regulation referenced, students and parents can obtain more information on the Raytown District website at www.raytownschools.org click on *About Us*, click on *Board of Education*, click on *Policies*.

LOCATION:

Herndon Career Center
11501 E. 350 Highway
Raytown, Missouri 64138

Phone: (816) 268-7140
Email: hcc@raytownschools.org

Raytown Quality Schools' Mission Statement:

"A unified learning community leading individuals to achieve the exceptional."

Herndon Career Center's Mission Statement:

"Education for the Real World"

Herndon Career Center's Vision Statement:

"Herndon Career Center provides high-quality, in-demand workforce training, college preparation and entrepreneurial programs. Herndon Career Center keeps good citizenship and service central to the development of students."

Herndon Career Center "Rally Point"
Right Student...Right Program...Right Reasons
Enrollment > Retention > Graduation

HERNDON CAREER CENTER CLASSROOMS ARE:

SAFE

It is expected that all classrooms will be 'safe' places for students to be. This includes physical, emotional, intellectual, and environmental safety. We provide classrooms that eliminate fear, promote risk-taking engagement in intellectual pursuits, and provide decision-making situations where students can weigh all options, but where we respect the other aspects of the student's culture and life.

SUPPORTIVE

It is expected that all classrooms will be 'supportive' places for students to be. As educators we will support our students in good times and when things are not going well. We will support our students when life circumstances throw them 'curves'. We will support our student's significant others who are guiding and leading them. We will provide leadership to our students when they must confront problems that crop up. Most of all we will provide an environment within the classroom where everyone is respected and valued at all times.

SUCCESSFUL

The measure of success in the classroom environment is 'growth.' It is expected that all classrooms will be places where 'growth' is valued and encouraged. Growth will be measured on an individual basis and against individual student goals for progress within our programs. We will encourage our students to be successful in life. We will refrain from limiting growth to high grades, or high placement in competitive events. We understand that success is measured by achievement of competencies within our programs and we will provide an environment where all students can achieve what they commit themselves to learn.

ACCREDITATION: Herndon Career Center is accredited through the district by the Missouri Department of Elementary and Secondary Education (DESE).

ENROLLMENT: Secondary students attending Herndon Career Center are designated by their comprehensive high school to participate in a specific academic and technical skill-training program at Herndon Career Center. When possible, selection is based on sufficient aptitude to successfully complete the training, strong interest in the occupational area, a desire to seek employment upon completion of training, as well as, a satisfactory school attendance record, good disciplinary standing and successful academic preparation during high school and in conjunction with a personal plan of study.

Post-secondary adult students who have the ability to benefit from Automotive Collision instruction are also welcome under a tuition-based program if enrollment space allows.

OBJECTIVES: Herndon Career Center is committed to the following objectives:

1. Long and short-term planning providing quality programs for youth and adults.
2. Maintaining harmonious work relationships with participating schools and agencies.
3. Compiling evaluative program data to be used for analysis.
4. Providing high-quality professional development for staff.
5. Providing job placement services to students through teaching, counseling and support staff.
6. Providing curriculum, equipment and facility updating in cooperation with advisory committees, industrial standard review, program self-evaluation and available funding sources.

HERNDON CAREER CENTER & SOUTHLAND CAPS 2024-2025 STUDENT CALENDAR

Students are expected to be at HCC/Southland CAPS even if the sending school is not in attendance.

| DATE | EVENT |
|----------------|--|
| August 21 | First Day of Herndon/CAPS Classes |
| September 2 | No School HCC/SC– Labor Day |
| October 11 | End of 1 st Quarter |
| October 24 | No School HCC/SC – Professional Workday |
| October 30 | Parent Teacher Conf. – 2:30-6:30pm /FAFSA Frenzy 5:00-6:30pm |
| October 31 | No School HCC/SC – Parent Teacher Conf. – 8:00am-4:00pm |
| November 1 | No School HCC/SC Parent Teacher Conferences |
| November 4 | No School HCC/SC – Teacher Professional Development |
| November 5 | No School HCC/SC – Teacher Professional Workday |
| November 14 | Middle School & 9 th Grade Open House 5:00-6:30pm |
| November 25-29 | No School HCC/SC – Fall Break |
| December 20 | End of 1 st Semester HCC/SC No PM classes |
| December 23-31 | No School HCC/SC – Winter Break |
| January 1, 2 | No School HCC/SC – Winter Break |
| January 3 | No School HCC/SC – Teacher Professional Workday |
| January 4 | Classes Resume: Beginning of 2 nd Semester |
| January 6 | Start of 2 nd Semester |
| January 20 | No School HCC/SC – Martin L. King, Jr. Day |
| January 23 | Perspective Student Open House 5:00-6:30pm |
| February 6 | Perspective Student Open House 5:00-6:30pm |
| February 17 | No School HCC/SC – Presidents’ Day |
| February 19 | Priority Deadline for 202 -26 Applicants |
| March 7 | End of 3 rd Quarter |
| March 14 | No School HCC/SC – Teacher Professional Workday |
| March 19 | Parent Teacher Conf. – 2:30-6:30pm |
| March 20-21 | No School HCC/SC – Parent Teacher Conf. – 8:00am-4:00pm |
| March 24-28 | No School HCC/SC – Spring Break |
| April 17 | Meet the Teacher Night for 2025-26 Students |
| April 18 | No School HCC/SC Good Friday |
| April 23 | Meet the Teacher Night for 2025-26 Students |
| May 7 | Awards Night |
| May 20 | HCC/SC Projected Last Day of School / End of Semester 2 |

CODE OF CONDUCT HANDBOOK: Students and parents are responsible for reading and understanding the contents of the Herndon Career Center Student Handbook as well as the Raytown C-2 School District Student Code of Conduct Handbook. These handbooks are available in the office or online. If you have questions, please contact the director at (816) 268-7140.

NON DISCRIMINATION STATEMENT:

The Raytown C-2 School District Board of Education is committed to maintaining a workplace and education environment that is free from illegal discrimination, harassment and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Raytown C-2 School District is an equal opportunity employer. Policy AC.

The board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a. Make complaints of illegal discrimination or harassment.
 - b. Report illegal discrimination or harassment.
 - c. Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other district employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy. (For additional information, please refer to Policy ACA.)

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment and retaliation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law. **Policy AC.** The district also provides equal access

to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law **Policy AC-AF1**.

Any person having inquiries concerning Consolidated School District No. 2 compliance with the regulation implementing Title VI, Title IX, Boy Scouts of America Equal Access Act or Section 504 is directed to contact the Director of Administrative Services, Raytown C-2 School District,, 6608 Raytown Road, Raytown, Missouri 64133 (816-268-7000). Policy IGBA.

HERNDON CAREER CENTER ATTENDANCE POLICY: Consistent contact with instructional activities is important to the learning environment and technical skills training and, therefore, is an essential duty of a Career and Technical Education (CTE) student's enrollment. When a CTE student is routinely tardy, frequently absent, or is absent for an extended period of time, the learning environment and technical skills training deteriorate, and the environment and collaborative effort of student pre-professional development suffer. Students who have been assigned discipline at their home school resulting in ISS or OSS are not allowed to attend Herndon on those days. Chronic attendance concerns could result in removal from a program. Students who miss 10 consecutive days for any reason will be dropped from their HCC/CAPS program.

ATTENDANCE WHEN COMPREHENSIVE HIGH SCHOOL IS NOT IN SESSION: The Herndon Career Center Calendar may differ from a student's comprehensive high school calendar. Student attendance is based on the Herndon Career Center calendar, not the comprehensive high school. *Students are expected to be in attendance at Herndon Career Center whenever classes are in session, no exceptions.* Typically, when the comprehensive high school is not in session, bus transportation will be provided from the comprehensive high school to Herndon Career Center and back to the comprehensive high school. On these days, students must provide their own transportation between their residence and their comprehensive high school. A calendar has been provided for the academic year. Please pay close attention to this calendar and plan ahead with arrangements, so students do not miss valuable class time. . If a student must miss HCC due to unavailable district provided transportation you can call the HCC Attendance office to report the absence due to a lack of district provided transportation.

WHAT SHOULD I DO IN CASE OF AN ABSENCE? Parents/guardian should notify the attendance office by phone (816-268-7140) or email (hccattendance@raytownschools.org) at Herndon Career Center each day of their student's absence for illness. A prearranged absence form must be completed prior to a previously scheduled absence occurring (including sporting events, school activities, and college visits). Students have two school days to clear up an undetermined absence due to illness. After that time, the absence is listed as unexcused. Students not excused by their parents or guardian will be considered unexcused. Unexcused absences may result in discipline.

If students are to make the most of the educational opportunities, regular attendance and punctuality are extremely important. We believe that when a student misses school regardless of the reason, he/she is missing something valuable. Industry credentials require student attendance and in some cases cannot be obtained if students are below specific attendance requirements.

EXCUSED ABSENCES: The following absences will be excused. Documentation must be provided as indicated. Where written/verbal excuse is indicated, written documentation is required upon request from school administration.

1. Illness or injury of the student, with written/verbal excuse from parent.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written/verbal excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written/verbal excuse from parent. The principal may require a program or other evidence from services as well.
5. Religious observances, with written/verbal excuse from parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written documentation from court or other outside entity.

7. Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.
8. College visits, up to a combined total of two (2) visits during school days the student's junior or senior years. College documentation of the planned visit is required prior to the student's absence.

Director will determine the final approval of excused absences. All other absences and any absence for which require documentation is not provided are unexcused.

LATE ARRIVALS AND TARDY: The morning session begins at 7:40 a.m. and the afternoon session begins at 11:40 a.m. Students who are late will be tardy and will need to sign in prior to attending class. Tardiness on the part of a student causes interruption in the class, as well as, missed student instruction. Punctuality is a very important work habit to develop and is highly regarded by employers.

Tardy sign-in will be in the attendance office located at the student entrance in Building A for all students except Culinary Arts and CAPS students. Culinary Arts and CAPS students should sign-in at Building C. Students must have a pass to be admitted to class. Students may not bring in outside food to their program after the arrival bell. Students will be asked to throw out food prior to being given a pass for class. Student drivers may lose parking privileges or end of year award status in the event of excessive tardies.

SCHEDULE OF DAILY ATTENDANCE: Morning session 7:40 a.m.-10:10 a.m.; afternoon session 11:40 a.m.-2:00 p.m. Office hours are 7:00 a.m.-2:45 p.m. The doors for student arrival will be unlocked at 7:30 a.m. and 11:30 a.m. Students are not to enter until those times unless they have a prior arrangement and a staff member checks them in. On arrival at Herndon Career Center, students are to proceed directly to their respective program classroom. Students will have assignments upon entrance into the classroom to fully utilize available class time each day. The goal of the Herndon Career Center is to maximize all educational opportunities.

PREARRANGED ABSENCES: A parent or student must initiate the procedure by contacting Herndon at least one week in advance. A copy of the required Pre-Arranged Absence Form is included in the back of the handbook for reference. Students who anticipate missing class due to school activities need to provide a schedule of anticipated absences with the Pre-Arranged Absence Form at the beginning of the sport or activity season to allow for planning. Students requesting to leave for pep assemblies and other school events need to follow the same process and will not be excused if the process is not followed. Excused and unexcused absences will be determined through the attendance office and administration. Parental requests for student dismissal or absence will not always assure the student of an excused absence.

EXCESSIVE ABSENCES: Students will be expected to make up all assignments from missed classes regardless of whether an absence is excused or unexcused. Along with the missed assignment, students could be expected to make up an activity for participation points in the classroom. Each teacher may set reasonable limits regarding the timeframe in which missed work may be completed. Students who have excessive absences or tardies can be dismissed from the program.

DISMISSAL OF SCHOOL DUE TO INCLEMENT WEATHER: Severe storms, road safety hazards, or other emergencies may make it necessary to cancel classes and other scheduled school activities. Local television and radio stations are notified by using the Emergency School Message Center as soon as a decision to cancel classes is made. Patrons are urged to monitor those stations for information. The closing of the Herndon Career Center will be announced as Consolidated School District No. 2 or the Raytown School District. **When the Raytown School District is closed, Herndon Career Center will also be closed.** The Board of Education may schedule make up days during the school year or spring break. Student attendance is expected when Herndon Career Center is in session. The last day of school could also be extended beyond the last scheduled day because of cancellation of school due to inclement weather or other reasons.

If during the day conditions deteriorate, we will follow Raytown School District dismissal procedures. Parents would be notified via e-mail and phone if dismissal occurs at a time different than normal.

ATTENDANCE AT COMPREHENSIVE HIGH SCHOOL ACTIVITIES: There may be occasions when students need to be absent from Herndon Career Center to attend important comprehensive high school activities. However, students should attempt to minimize these absences since one days' absence at Herndon Career Center means loss of a three-period block of instruction. In addition, the Pre-Arranged Absence Form is required if students plan to miss for home school activities.

A student who is absent from Herndon Career Center because of an authorized, pre-arranged comprehensive high school activity will not be recorded absent from the career center for the purpose of Certificate of Achievement eligibility, perfect attendance and permanent records, providing the student follows the procedure outlined below:

1. Written request from the Herndon Career Center office or comprehensive high school office is completed on a *Pre-arranged Absence for Home School Activity* form;
2. Completed form and obtained signatures of Herndon Career Center staff, comprehensive High School Administrator and parent(s)/guardian(s) is submitted;
3. Form is completed and returned to the Herndon Career Center office **at least one day prior to the date of the activity.**
4. Student accepts responsibility to make up any class work missed at Herndon Career Center and/or at the comprehensive high school (if for a Herndon Career Center activity). Students may not be able to replicate the lesson from a missed day at Herndon.

NOTE: If a student does not follow the above procedure, the absence will be recorded as a regular absence in the student's permanent record.

WHEN IS A STUDENT ABSENT FROM CLASS BUT NOT MARKED ABSENT IN GRADE BOOK: For purposes of permanent records, certificate eligibility, and loss of credit due to excessive absenteeism, students shall not be marked absent from Herndon Career Center under the circumstances noted below.

1. Home school activity approved in advance
2. Herndon activity approved in advance
3. Weather-related dismissal of home school when Herndon is in session
4. Bus transportation issues on day of attendance

STUDENT SERVICES

COUNSELING: The Herndon School Counseling program is grounded on the principles of the Missouri Comprehensive School Counseling Program (MCSCP) and the American School Counselor Association (ASCA) National Model. The school counselor, Katie Cross, will work collaboratively with all partner schools, and their counseling department, to ensure the academic, career, and personal-social needs of all students are met. Students requiring individual and ongoing services can set up an appointment with the school counselor. For more information, please contact the school counselor at Katie.cross@raytownschools.org

CAREER RESOURCE EDUCATOR: Students who are eligible for accommodations through an IEP, 504, IHP, or ELL have access to the Career Resource Educator (CRE), Brittnee Maggio, during school hours at Herndon. It is the responsibility of each student to advocate for their individual accommodations based on information shared from their home school. Contact with Ms. Maggio can be made by phone, (816) 268-7140 ext. 4303 or email, brittnee.maggio@raytownschools.org.

NURSE: Herndon Career Center has a school nurse located in Building C. Students who need medications while on campus must keep them in the nurse's office. Students with medical needs will submit the necessary paperwork with the school nurse, Cheryl Brassfield. This documentation must be submitted by a parent/guardian. You can contact Mrs. Brassfield at Cheryl.brassfield@raytownschools.org with any questions.

TEXTBOOKS, SUPPLIES, EQUIPMENT: Herndon Career Center provides most textbooks, some reference materials, equipment, padlocks, and safety glasses. Equipment and supplies that students take with them at the completion of the program are the responsibility of the student. Upon completion of training, or student withdrawal, all items must be returned to the instructor of the training program. If any items are lost, damaged, or not returned, the student is responsible to pay replacement cost. The student is also responsible for the return of tools checked out in shop/laboratory sessions. Grades and credits will not be processed until all school property is returned, or payment for replacement is received. A charge will be levied if property is damaged more than what would be expected in normal use.

PERMANENT RECORDS: Permanent records will be maintained for each student and are available upon written request to the HCC registrar, Erica Byrd. You can submit the written request to Erica Byrd at Erica.byrd@raytownschools.org

POLICIES AND PROCEDURES

LOCKERS: The instructor will assign student lockers at the beginning of the school year in those training areas where lockers are necessary. Locks are made available by Herndon Career Center and will be checked out to the students. The student will return the lock at the end of the school year in satisfactory condition or may be required to pay for a replacement. Students are encouraged to follow the procedures listed below when using school lockers:

1. Only school provided locks are to be used on lockers.
2. Lock the padlock following each entry to the locker.
3. Do **not** tell others the combination number.
4. Keep lockers neat and clean.
5. Inform the office about any locker door that does not work properly.
6. Do **not** bring valuables to school. **The school cannot be held responsible for loss of items.**

Note: Herndon Career Center reserves the right to inspect all school lockers at any time with no prior notice to students.

CERTIFICATION TESTING: Students will take certification testing in most HCC programs. These tests are industry recognized by local business partners and will be important to students as they enter their desired career field. Attendance for these exams is extremely important. HCC covers the cost of the initial certification exam but retake opportunities (when available) will be paid for by the student. If a student registers for an offsite certification exam and later chooses not to attend the student could be obligated the registration fee.

SOLICITATION: Distribution of literature, announcements, posters, bulletins and communication of any kind by individuals, including students not presently enrolled in the school, shall not be permitted on school property (including vehicles) without the express approval of the director or central office administration. Commercial solicitations are prohibited.

STUDENT DRESS CODE: (see Board policy JFCA) Herndon Career Center expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy, and safe atmosphere within the School District. This expectation includes the school day and school sponsored extracurricular activities. The guidelines below apply to all students attending Herndon Career Center and are meant to keep students safe on campus:

1. All students shall wear clothing appropriate to the occupational area/instructional activity in which they are participating. In training programs where street clothes are likely to be soiled, destroyed, or provide inadequate protection, students may be required to change into suitable work clothing (coveralls, overalls, work shirt and jeans, shop coat, etc.) It is the responsibility of the student to have his/her work clothing available for use each day in the training program and to keep the clothing clean and presentable.
2. Shoes must be worn at all times.

3. No article of clothing (T-shirts, sweat shirts, hats, trousers, etc.) may indicate anything immoral, rude, distasteful or disruptive. This includes logos for alcoholic beverages or drugs.
4. Students may not wear gang-related colors, tags, symbols or bandanas.
5. Students may not wear sleeveless shirts, spaghetti tops, halter-tops, see-through tops, tube tops, or off-the-shoulder or mid-drift tops. All undergarments must be covered.
6. Students must wear pants and shorts at the waist.
7. Students may wear shorts appropriate for school.
8. Students who do not follow the above dress could be subject to discipline.

TELEPHONE CALLS: In the event of an emergency, parents may contact students by calling the Herndon office telephone number. However, only in case of an emergency will a student be called from class. The office staff will convey a message to students if requested to do so by parents or comprehensive high school officials. Use of telephones must be with Herndon instructor and office approval. All calls initiated by students must be made from the Herndon Career Center office phone unless the instructor gives specific permission. **Cell phones and/or other personal electronic equipment may NOT be used during class time unless the instructor gives specific permission. Non-compliance may result in the equipment being confiscated by the instructor or administrator.**

SOCIAL MEDIA/ELECTRONIC COMMUNICATION: Social networking sites such as Facebook, Snapchat, Tik Tok, Twitter and Instagram, as well as other forms of electronic communications, can be an important part of a young person's life. The administrative team at Herndon Career Center wants to remind students to use good judgment when texting, posting, or sending information via these forms of communication. Any postings or communications sent via social networking sites and/or emails or texts which disrupt the educational environment, are subject to disciplinary actions.

Phone use is for calls or texts during non-instructional times or to assist in the instructional process at the direction of the teacher. Phones are not allowed to be used to take pictures or record video or audio during school hours or on the bus unless specifically directed to do so by a teacher or administrator as part instructional process.

SECRET ORGANIZATIONS Policy JFCE: The Board of Education prohibits the organization of school-sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the Raytown C-2 School District by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

LANGUAGE: The use of obscene or vulgar language and/or gestures that depicts sexual acts, human waste and profane language will result in suspension. Disruptive speech or conduct is the use of hate language to demean other persons due to their race, gender, disability, national origin, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech that materially and substantially disrupts class, school activities, transportation, or school functions.

Disrespectful/Disruptive Speech or Conduct –

Verbal, written, pictorial, electronic 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, school activities or school functions, or that jeopardizes the personal safety of others and or is otherwise rude, vulgar, defiant or considered inappropriate in educational settings. Students will not be disciplined for speech in situations where it is protected by law.

Consequence: May range from: Level I: Classroom intervention with or without discipline to Level V 10 days Out-of-School Suspension and a Student Discipline Hearing.(see Board Policy JG-R1)

LEAVING CAMPUS: NOTE: Refer to Attendance for additional Information. Students who must leave school for any portion of the school day for any reason are expected to report to the attendance office prior to leaving and sign out. Failure to report to the attendance office will result in the absence being listed as unexcused and possible defiance of authority. A student's parent or guardian must approve of the student leaving campus prior to a student being released through the attendance office. (See Truancy/Unexcused for Discipline)

STUDENT DELIVERIES: Students may not have flowers or gifts delivered to them during the school day. Outside food (McDonald's, Wendy's, etc.) for students is not acceptable in classrooms and will not be delivered during the school day.

TELEPHONE: Students will NOT be called to the phone except in cases of emergency contact by parents/and as approved by administration or designee. Parent messages will be delivered to the student so that the student may return a call during the passing period or after school hours. Students may use office phones before school, after school and between classes only. Failure to comply may result in defiance or truancy.

UNAUTHORIZED CALLS/ID/PASSES/: Forged, unauthorized and altered passes, false phone calls, using another student's ID badge, student handbook, etc. may result in but not limited to disciplinary action aligned to truancy.

UNEXCUSED ABSENCES OR TRUANCY: Includes being absent from school, class or classes without authorization. Forged passes, false phone calls, skipping class, being out of class without permission or missing more than half of a class period may be considered under the truancy policy or defiance of authority.

Truancy – Absent from school, class, or classes without authorization.

Consequence: Level I: Classroom Intervention with or without discipline – Level III: Multiple days of In-School-Suspension **AND/OR** 3 to 5 days Out-of-School Suspension (may use combination of In and Out-of-School not to exceed 5 days).

DRIVING POLICY: Comprehensive high schools provide daily bus transportation for their students to and from the Herndon Career Center. Cosmetology students must have their own transportation home due to the extended day. Offsite programming transportation must be arranged by the student. **All high school students are expected to ride the school buses provided unless PRIOR PERMISSION is obtained from either the home school office or the Herndon Career Center Administration. Students who drive to/from Herndon without permission could result in disciplinary action. (See Attendance Office for Driving Forms)**

BUS RIDING PRIVILEGES: Students who cause unnecessary disruption on the bus may be denied permission to ride. The student's parent(s)/guardian(s) must make satisfactory arrangements to transport the student to/from Herndon Career Center. **Any student absence from Herndon Career Center due to loss of bus privileges is an unexcused absence.**

TEMPORARY DRIVING PERMIT: A temporary driving permit may be obtained from Herndon Career Center office for non-repetitive reasons: doctor/dental appointment; bring in projects to work on in class; home school activities; etc. Before bringing a project to be repaired at Herndon, the student must first obtain written permission to drive from Herndon Career Center, the parent/guardian, and the comprehensive high school.

PERMANENT DRIVING PERMIT: Some requests to drive to, and from, Herndon Career Center may stem from reasons that are repetitive. When a permanent driving permit would be appropriate, the student must request a permanent driving permit in writing to Herndon Career Center, the comprehensive high school and with the permission of the student's parent(s)/guardian(s). When a permanent driving permit is issued, the student must purchase a parking sticker from the Herndon Career Center Attendance Office. Permanent driving permits can be revoked for disciplinary reasons at Herndon Career Center, and/or the comprehensive high school. In addition, poor driving habits, or using one's vehicle to transport other students without the appropriate permissions, can result in suspension of the permanent driving permit.

Procedures for obtaining a driving permit:

1. Request driving permit form from the Herndon Career Center Attendance Office.
2. Complete the information requested on the form and obtain signatures of approval from parent(s)/guardian(s) and comprehensive high school official(s).
3. Return the form to the Herndon Career Center Attendance office for final approval, parking assignment, if appropriate, and purchase of parking sticker (permanent permit only).

Student responsibilities when driving to/from Herndon:

1. Student must have a valid driver's license in order to obtain a permit.
2. Student will follow all state mandated driving regulations including, but not limited to, passenger limitations.
3. Operate the vehicle in a safe and prudent manner.
4. Display driving permit in proper place on the vehicle while parked at Herndon.
 - a. Temporary permit: driver's side on dashboard
 - b. Permanent permit: inside front window, passenger side
3. Refrain from transporting other students to and from Herndon unless prior written permission is obtained from all responsible parties (see above).
4. Student notifies Herndon of any change in the original reasons for requesting driving or riding permits.
5. Student agrees to a random search of his/her vehicle as a condition of receiving the driving permit.

Driving permits may be revoked if a student is frequently tardy to school or violates the conditions under which the permit was issued.

EMERGENCY DRIVING PROCEDURE: A student who misses his/her home school bus or for some other reason finds it necessary to drive to Herndon upon short notice MUST FIRST CONTACT THE COMPREHENSIVE HIGH SCHOOL FOR APPROVAL. **Students who drive to Herndon Career Center without first contacting the comprehensive high school to obtain permission may be subject to disciplinary action and loss of future driving privileges.**

PARKING POLICY: All Herndon students, (both high school and adult) are expected to park in the main parking area in front of Building A in the area designated by Herndon Career Center. *Culinary and CAPS students will be assigned to Building C parking lot.

The only exception to the designated parking location is by special permission of the Herndon Career Center office; or, if a student has PRIOR WRITTEN PERMISSION to drive a vehicle TO BE WORKED ON AS A PROJECT IN ONE OF THE SHOPS ON A GIVEN DAY. A student may **NOT** work on or have his/her vehicle worked on in any program unless **PRIOR WRITTEN APPROVAL** is obtained from the instructor, Herndon Career Center and the comprehensive high school. A work ticket must be obtained from the office prior to the vehicle entering the gated area with the access to the shop.

Students who violate the parking policy shall forfeit their driving privileges the remainder of the semester, or year, and may receive further disciplinary action.

CONSEQUENCES FOR DRIVERS:**Driving Permit**

- 5 Tardies: Permit revoked for five school days; parent contacted; SS administrator contacted
- 8 Tardies: Permit revoked for remainder of semester; parent contacted; SS administrator contacted

No Driving Permit:

- 1st time: Proper paperwork given to student; warning issued

Additional Times: Students will conference with administration and future driving privileges could be revoked.

OUTSTANDING OBLIGATIONS: Estimated fees are included in the course description information received prior to student enrollment. Students will be notified of finalized fees the first week of class. Fee payments must be made by the end of September.

High school students: If a student owes money for class fees or fund raising events, then the instructor will notify the Herndon Career Center office, so payments can be made. Payments may be made by check, cash, or credit/debit card. Student fees can be paid online through FOCUS. When payments are made, students or parents will receive a receipt at that time. If the student fails to pay the obligation, the comprehensive high school can take action against the student until the bill is paid. In some cases, students will be referred to bill collection to obtain the fees.

Adult students: Full payment for the tuition must be received by Herndon Career Center on or before the first day of attendance.

Withdrawal from program: In the event the student ceases to attend Herndon Career Center program where they are enrolled, a written notice of such intention must be submitted to the Herndon Career Center Counseling office and the Director, immediately (prior to ceasing to attend) in order to be eligible for any refund. Failure to submit such notice will void any eligibility for a refund of tuition. The official withdrawal shall be the date the written notice is approved by the Herndon Career Center Director, if hand delivered; or, the date of the postmark if the written notice is mailed to the school; or, the date of the postmark if the school initiates the withdrawal and mails it to the student.

REFUND POLICY:

If an adult student withdraws from program:

Within 1st week

Within 2nd & 3rd weeks

After completing 4th week

After completing 5th week (but prior to 50% of training time)

After completing 9th week (or 50% of training time)

Refund to student shall be:

95% of individual paid tuition

75% of individual paid tuition

60% of individual paid tuition

50% of individual paid tuition

No refund of individual paid tuition

In addition, many adult students have the opportunity to be placed on internship. This opportunity is not available to adult students until tuition and any additional class fees or obligations are paid in full.

LATE WORK, MAKE-UP WORK, RE-DO WORK, ASSIGNMENTS DURING AN ABSENCE: Students who are present in class but do not turn in homework due on that day or do not turn in make-up work by the day it is due will be allowed to turn that assignment in late for up to two (2) days. On the first day late, the student receives 75% of the credit earned on the assignment. The second day late the student receives 50% of the credit earned on the assignment. Students are encouraged to turn in assignments for feedback after the two-day window but cannot receive credit for the assignment.

GRADES AND CREDITS: Progress reports will available to Herndon Career Center students in FOCUS. Parents can monitor student grades in FOCUS throughout the school year. Grades will be sent home each quarter. Final grades will be determined based on a cumulative semester basis. A student will earn 1-1/2 units credit per semester for attending a three-period block per day. Cosmetology students may earn 4 units credit per semester for attending a seven and one-half hour block per day.

Letter grades are defined as follows:

- A Excellent performance in all areas
- B Above average performance in all areas
- C Average performance
- D Below average performance
- F Failing - below minimum to earn credit

Letter grades are awarded on the following percentage basis:

| | |
|----|--------|
| A | 96-100 |
| A- | 90-95 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

Students who earn a D at the end of Semester 1 will be at risk of program removal as is stipulated in the Student Agreement on the original electronic application. Students who fail 1st semester will be removed from the program.

CHEATING OR ACTS OF PLAGIARISM: Students found with unauthorized test material will have committed the same offense as cheating. The use of Artificial Intelligence (AI) work is not allowed to be submitted as a replacement for student created work. Student work/projects that is created with the use of AI will not be accepted and will be subject to Academic Dishonesty policy found in Board policy JG-R1. Besides having a dramatic effect on a grade, the incident could be used to withhold honors or scholarships from a student.

Cheating is a serious academic offense. Cheating occurs in several ways:

1. Copying another's work for an assignment intended for individual effort.
2. Helping, writing for, or giving answers to another student for an assignment intended for individual effort.

Plagiarizing, a form of cheating, means summarizing, paraphrasing, quoting an outside source or utilizing an image without attribution. Three ways to use outside material are:

1. A summary abbreviates an outside source
2. A paraphrase expands an outside source
3. A quotation uses the exact words or other details from an outside source.

All three forms require sufficient and accurate attribution so that others can discern and verify the source. False attribution occurs when the writer fails to attribute all the sources or attributes to a false source. We will follow Board Policy JG-R1 for academic dishonesty for cheating and plagiarism

INDUSTRIAL INTERNSHIP: The Industrial Internship program is available to qualifying students who wish to enhance their technical skills through a supervised, on-the-job work experience.

Option 1: Beginning second semester of the final year in a program, students may be released from the home high school portion of the school day to work part time in an internship related to their program of enrollment and receive up to one unit of credit based on hours worked. Students will still attend Herndon Career Center (HCC) in the program area of enrollment.

Option 2: Students may be released from both the home school and Herndon Career Center (HCC) portion of the school day to work full time. Students must get permission from their high school and HCC admin to be approved for this option only in the 2nd semester of their senior year. Students would be eligible for credit in the HCC program area of enrollment (1.5 credits) and internship credit (either 0.5 or 1.0 credit).

Option 3: Beginning the second year in a program, students may be released from the HCC portion of the school day to work part time in an internship related to their program of enrollment. Students will attend their internship 4 days a week and HCC for 1 day a week. Students will be eligible for credit in the HCC program area of enrollment (1.5 credits per semester).

Option 4: During the second year of enrollment in a program, students may earn additional credit for internship hours related to their program of enrollment earned outside of the school day. Students may receive up to one unit of credit based on internship hours per semester. Students would still attend HCC and their home high school.

Attendance: Students must meet attendance requirements of Herndon Career Center of at least 90% attendance (by hours).

Grades: Students must have earned at least an 80% average in the career education training program during first semester.

Certification: student who have not passed their certifications will be required to return to HCC to complete the assessments during the assigned testing days.

Competency Attainment: To qualify for Option 2 or Option 3 (release from Herndon Career Center for internship), students must have mastered 100% of the program essential skill tasks, as verified by the program instructor.

Comprehensive High School Approval: Student must have completed required courses for graduation and be approved for release to work during the half day normally spent in the comprehensive high school.

Parent(s)/Guardian(s)' Approval: If the student is under 18 years of age, a parent(s)/guardian(s) must approve the student's release from the comprehensive high school and/or Herndon Career Center to work in a related job.

Instructor: The instructor will:

1. Verify that employment is related to the student's career & technical program.
2. Recommend student to participate in the internship program based on the student's past performance in class.
3. Supervise the student during the internship by visiting the job site at least once per month.
4. Submit completed competency form to the Herndon Career Center office along with signed internship application.

Director: The career education director reviews the internship request and determines final approval.

RETURNING STUDENT POLICY: Students who wish to return for a second year at Herndon Career Center in the same program or a different program must meet a minimum of an 80% and a 90% attendance rate (by hours) as well as a positive teacher recommendation. Programs may have more stringent requirements for students to return as stated in the individual program syllabus.

HONOR ROLL: Criteria for placement on the Herndon Career Center Honor Roll include:

1. "B" grade for 1st semester in Herndon program
2. Maximum of 5 absences during 1st semester
3. Maximum of 5 late arrivals during 1st semester
4. NO Unexcused absences

STUDENT RECOGNITION AND AWARDS: Students who meet the following criteria for Gold, Silver, and Bronze Recognition will be recognized at Awards Night. In addition to the criteria below, students must not have earned any disciplinary suspensions to be considered, must have 8 or less late arrivals, and must not have any unexcused absences. Grade and attendance criteria will be pulled after Quarter 3 for consideration.

Gold Criteria: 97% Attendance, NO unexcused absences, 95% or better Grade in HCC Program

Silver Criteria: 95% Attendance, NO unexcused absences, 87% or better Grade in HCC Program

Bronze Criteria: 93% Attendance, NO unexcused absences, 80% or better Grade in HCC Program

Program Student of the Year is determined by criteria set by each instructor. One student per program is selected as Student of the Year. The student does not have to be a Gold, Silver, or Bronze recipient to be recognized.

Perfect Attendance will be awarded to students who hold perfect attendance (no absent days, late arrivals or early dismissal) throughout the school year.

NATIONAL TECHNICAL HONOR SOCIETY: The Herndon chapter of the National Technical Honor Society recognizes those students who achieve academic excellence. Students who meet the requirements for membership are honored at the annual Herndon Awards Night each spring. Criteria for membership include:

1. Must qualify for Honor Roll 1st semester
2. Must have at least 95% attendance at Herndon Career Center (including **(NO** Unexcused absences at the end of the first semester. *Exceptions will not be made if unexcused absences are corrected after the cut off date.)
3. Must have less than 8 late arrivals
4. Must **NOT** have received a disciplinary suspension (from the Career Center or comprehensive high school)
5. 3.0 cumulative high school (Comprehensive High School and Herndon Career Center) GPA (on a 4.0 scale)
6. 90% or higher grade in Herndon program
7. Herndon Career Center teacher recommendation



The above criteria must be met by the end of Semester 1 in order to be considered. Students must maintain the standards through Quarter 3 to be considered for induction.

COLLEGE CREDIT: Opportunities are available for students who complete most Herndon Career Center programs to receive dual credit, articulated credit, or credit by exam if they meet the requirements established by the post-secondary institution. Individual programs will present information on the college credit available as it may change on a yearly basis from the post-secondary institution.

STATEMENT OF TRAINING: Each Herndon student will receive an electronic Statement of Training for their CTE program at the end of the school year that provides the following information:

1. Student information (name, address, home school)
2. Program information (course title, instructor name, total instructional hours available and hours attended by student)
3. Grades earned
4. Attendance record
5. Student entrance and exit dates
6. School address & telephone number

SAFETY

FIRE DRILLS - TORNADO ALERT: (see Board policy EBC) There will be periodic drills during the school year. Instructors will explain the procedures during the first week of school. In addition, building evacuation plans will be posted in each training area.

SAFETY PRACTICES: (see Board policy EB) In nearly all the training areas students will be operating equipment that they will use if employed in that occupation. Horseplay or inattention to the task being performed, can create a chance for injury to the student operator or students in the immediate area. For these reasons, instructors will be very strict in the enforcement of safety procedures in the shop/laboratory sessions. Student violations of safety procedures that endanger themselves or other students will result in disciplinary action and possible reassignment to the home school. While the student is in the shop/laboratory, safety goggles and proper apparel will be required. **IF A STUDENT DOES NOT WEAR EYE PROTECTION AS REQUIRED, HE/SHE WILL NOT BE PERMITTED TO WORK IN THE SHOP/LABORATORY. EACH STUDENT MUST OBTAIN PERMISSION FROM HIS/HER INSTRUCTOR BEFORE OPERATING EQUIPMENT.**

ACCIDENTS AND EMERGENCIES: (see Board policy EBBA) Accidents are to be reported to the Herndon Career Center instructor and main office. Students will be required to make a written statement in regards to the accident. All accidents which occur on school property and which cause injuries that require medical attention shall be reported to the student's parents. In the event parent(s)/guardian(s) cannot be located and the case is considered an emergency, the Herndon Career Center Director or the designee, shall use his/her judgment on the proper procedure for handling the situation.

In case a student is injured or becomes ill while on a school-sponsored trip, the supervising teacher shall contact emergency medical personnel (call 911) if the situation is considered to be an emergency. The supervising teacher should then contact the parent and the Herndon Career Center administrator or designee to report the incident. The appropriate police authority should be notified if an injury is the result of a vehicular accident.

As soon as possible following a student injury, the instructor shall complete an accident report form and submit to the HCC office.

ACCIDENT INSURANCE: It is the responsibility of the parent(s)/guardian(s) to carry appropriate accident insurance on their students to cover accidents or injuries that may occur at school or on school property. Raytown C2 School District, which includes Herndon Career Center, DOES NOT provide any type of accident insurance on students. Please see board policy KB-AP1 regarding MO HealthNet for Kids Program.

FIRST AID: (see Board policy EBBA) Limited facilities for first aid treatment are maintained in the training area and in the office. If the injury requires more attention than can be provided by the office, parents will be notified.

MEDICATION:

Over-the-Counter Medications: The district may administer over-the-counter medication to a student if the district has received permission to do so from the parent/guardian. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will be administered only in accordance with the manufacturer's label. All medications must be accompanied by a written administration request from the parent/guardian (form JHCD-AF2) must be provided to the Herndon Career Center office.

Prescription Medications: The district may administer prescription medication to a student if the district has received permission to do so from the parent/guardian and appropriate direction on how the medication is to be administered. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed. All medications must be accompanied by a written administration request from the parent/guardian (form JHCD-AF2) must be provided to the Herndon Career Center office.

Student Possession and Self-Administration of Medications: The district prohibits students from possessing or self-administering medications unless the student is allowed by law to do so and has been given permission in accordance with district procedures. Students with an IEP or Section 504 plan may possess and self-administer medications in accordance with their plan. Please see Policy JHCD for more information.

A student with an IEP or Section 504 plan may possess and self-administer medications in accordance with the IEP or Section 504 plan, see JHCD-AF1.

Emergency Medications: Students who carry medication in their possession will face disciplinary action. For information regarding emergency use of epinephrine, naloxone, and asthma-related rescue medications will be administered only in accordance with written protocols provided by an authorized prescriber. In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine, naloxone and asthma-related rescue medications in good faith and according to standard medical practice. A prescription or written permission from a parent/guardian is not necessary to administer these medications in emergency situations.

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

Medical Marijuana: The district does not permit the possession, use or administration of marijuana or marijuana-infused products for medicinal or other purposes on district property or at district events since these products are prohibited under federal law. This prohibition applies even if the student has a valid, Missouri-issued, medical marijuana card.

VISITORS: The building administrators are responsible for all persons on school property. **ALL visitors shall enter the office in Bldg A and obtain a visitor pass.** Visitors will be required to submit valid government issued photo identification. Visitors will be processed through the Raptor screening system. A visitor is anyone other than currently enrolled students and/or school employees. No person whose presence or behavior interfere with the operation of the school or who disrupts the school or its students, or school activities, may enter or remain in any school vehicles, school buildings, or upon any school grounds, roadways, or sidewalks. Please see Policy KK for more information.

Refusal of unauthorized persons to leave the premises, after being requested to do so by the administrative official of that school (or his/her designated official), may result in the police being summoned. In most cases it is not appropriate for students to bring visitors to class with them as this may disrupt class instruction. Only under special circumstances, and with prior permission of the Herndon Career Center administrative office and the instructor, may students bring visitors to class. Please see Policy KK for more information.

Policy JEDB to sign in and out a student of the building, for dismissal rules and the release of student and identification needed.

STUDENT ORGANIZATIONS AVAILABLE AT HCC



Educators Rising: Educators Rising is a national membership organization for aspiring teachers and their mentors. If you are leading or participating in a school-based program that helps young people explore teaching. Students are eligible to participate if they enroll in the Education Exploration program. Students are eligible to participate in professional development and competitive conferences.

HOSA: Future Health Professionals is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.

SKILLS USA: SkillsUSA is a national organization serving high school and college students and professional members in educational programs in technical, skilled, and service occupations, including health occupations.

Students who choose to compete in local CTSO competitions could have the ability to travel for state and national competitions. If students qualify and choose to participate in a state or national competition Herndon Career Center will help to pay for the expenses associated with the travel. If a student has registered and then changes their minds at a later date or does not show on the planned day of travel, the student will be responsible for reimbursing Herndon Career Center for the registration fee and any other non-refundable travel expenses.

POLICY: JG

STUDENT DISCIPLINE

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school 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 moral or good conduct of other students.

The district's comprehensive written code of conduct includes, but is not limited to, the following policies, procedures and regulations: JG-R1, JGA, JGB, JGD, JGE and 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 who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the Board for policy changes, training or resources to further the district's goals for providing equitable education to 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.
2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment.
3. 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 suspended such students after a hearing in accordance with law.
4. 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.
5. 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 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.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom

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 of dealing with acts for school violence, and disciplining students with disabilities.

DISCIPLINE LEVELS

Any conduct not included herein, any aggravated circumstance of any violation, or any action involving a combination of violations may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee

may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off school district property. The district may also discipline students for off campus conduct that negatively impacts the educational environment, to the extent allowed by law.

The Code of Conduct is generally organized into five (5) levels of prohibited behaviors: Level 1 Discipline, Level 2 Discipline, Level 3 Discipline, Level 4 Discipline and Level 5 Discipline. **It is important for students and parents to note that the circumstances of a particular discipline level violation may warrant more severe consequences, even on the first violation. The School District reserves the right, in administration's sole and exclusive discretion, to take any and all action necessary to protect its students, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation, treating a violation as a higher level violation and/or providing for more severe consequences.** Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level I Discipline Response: In general, minor acts of misconduct or inappropriate behaviors which interfere with the good order of the school will result in a Level 1 Discipline response. Level 1 violations are typically minor violations, and may represent a failure to demonstrate universally accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher interventions, the student may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level II Discipline Response: Intermediate acts of misconduct generally result in a Level 2 Discipline response. Level 2 violations are typically mid-level infractions. Mid-level infractions are addressed by administrators. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation.

Level III Discipline Response: Level 3 Discipline violations are generally serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are generally major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident, and may result in the immediate removal of a student from school. Level 3 violations may result in a referral to a Disciplinary Hearing. Administrators will notify the appropriate district personnel, school safety officers, and law enforcement or state agencies deemed appropriate and required by law.

Level IV Discipline Response: Level 4 Discipline violations are the most egregious acts of misconduct and generally constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the student were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing.

Level V Discipline Response: *Depending on the severity of the violation, school administrators have the authority to send a student to a Student Discipline Hearing for any violation regardless of the level of disciplinary violation.* If the action is a Safe Schools Act Violation - 10 days Out-of-School Suspension and a Student Discipline Hearing through the Assistant Superintendent of Secondary Education.

SECONDARY (MIDDLE SCHOOL & HIGH SCHOOL) MATRIX LEVELS

| Level I | Level II | Level III | Level IV | Level V |
|---|--|---|---|--|
| Classroom Intervention with or without discipline | Support Staff Intervention with or without Administrative Discipline ----- Up to 1 day of In-School-Suspension | Intensive Strategies, Intervention and Administrative Discipline ----- Multiple days of In-School-Suspension AND/OR 3 to 5 days Out-of-School Suspension (May use combination of In and Out-of-School not to exceed 5 days) | Intensive Intervention with Possible Long-Term Removal from School and Re-Engagement Strategies ----- 6 to 9 days Out-of-School Suspension and Possible Recommendation for Student Discipline Hearing | *If Safe Schools Act Violation - 10 days Out-of-School Suspension and a Student Discipline Hearing |

Regulation: JG-R1

STUDENT DISCIPLINE

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

Reporting to Law Enforcement

It is the district's policy 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 (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, regardless of location, 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 offense 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 (1) 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 this prohibition 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.

Academic Consequences

Students who are suspended from school will be expected to complete course work assigned during the term of suspension. Students will receive full credit earned for the work they completed and returned in accordance with district policy JED: Student Absences and Excuses. Students will receive assignments from their classroom teachers for suspensions of ten days or less. Students will be given an alternative placement for suspensions longer than ten days.

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.

| Student Code of Conduct Matrix Inappropriate Behavior | BOE Policy (Additional Reference) | Level I | Level II | Level III | Level IV |
|---|--|----------------|-----------------|------------------|-----------------|
| 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, including unauthorized use of generative artificial intelligence (AI) such as large language models (chatbots). | | X | X | | |
| ARSON | | | | | |
| When this code is used, consider police involvement when necessary | | | | | |
| Starting or attempting to start a fire, or causing or attempting to cause an explosion. | | | | | X |
| ASSAULT | | | | | |
| When this code is used, consider police involvement when necessary | | | | | |
| 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. | | | X | X | X |
| 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. | | | | X | X |
| AUTOMOBILE/VEHICLE MISUSE | | | | | |
| Uncourteous, unsafe, negligent, or reckless driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property. | | | X | | |

BULLYING AND CYBERBULLYING

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 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, or computer.

JFCF

X

X

X

X

BUS OR TRANSPORTATION MISCONDUCT

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. In addition, transportation privileges may be suspended or revoked.

JFCC

X

X

X

X

DISHONESTY

Any act of lying, whether verbal or written, including forgery, that may impede the safety of any individual or an investigation.

X

X

DISRESPECTFUL/DISRUPTIVE SPEECH OR CONDUCT

Verbal, written, pictorial, electronic 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, school activities or school functions, or that jeopardizes the personal safety of others and or is otherwise rude, vulgar, defiant or considered inappropriate in educational settings. Students will not be disciplined for speech in situations where it is protected by law.

AC/ACA*

X

X

X

X

| DRUGS/ALCOHOL | | | | | |
|--|-------------------|---|---|---|---|
| Possession, sale, purchase, transfer, manufacture, or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation. | JFCH, JFCI & JHCD | | X | X | X |
| Possession of drug paraphernalia or possession of or attendance while under the influence of, any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products), as defined under schedules I, II, III, or IV of the Controlled Substance Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, or any substance prohibited on district property by law or policy. . | JFCH, JFCI & JHCD | | | X | X |
| Sale, purchase, transfer, manufacture, or distribution of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under scheduled I, II, III, IV of the Controlled Substance Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, any substance prohibited on district property by law or policy, or drug-related paraphernalia. | JFCH, JFCI & JHCD | | | | X |
| EXTORTION | | | | | |
| Threatening or intimidating any person for the purpose of obtaining money or anything of value. | | | X | X | X |
| FAILURE TO CARE FOR OR RETURN DISTRICT PROPERTY | | | | | |
| Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment. <i>*In addition, it may result in monetary restitution.</i> | | X | X | | |
| 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." | | | X | X | X |

| | | | | | |
|---|------------|---|---|---|---|
| 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. | | | | | |
| FALSE ALARMS/FALSE REPORTS (See also "Threats or Verbal Assault") | | | | | |
| Tampering with emergency equipment, setting off false alarms, making false reports, communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment, or causing the evacuation or closure of district property. | | X | X | X | X |
| FIGHTING (See also "Assault") | | | | | |
| Mutual combat in which both parties have contributed to the conflict either verbally or by physical action. | | | | X | X |
| Inciting to Fight/Contributing to a Disruptive Situation The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting videos on the web), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying | | | X | X | X |
| GAMBLING | | | | | |
| Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games. | | X | X | | |
| HARASSMENT (including Sexual Harassment) | | | | | |
| 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. | AC and ACA | | X | X | X |
| Unwelcome physical contact of a sexual nature or that is | AC and ACA | | | x | x |

| | | | | | |
|---|------------|---|---|---|----|
| based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. | | | | | |
| Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA. | AC and ACA | | | | x* |
| HAZING | | | | | |
| 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. | JFCG | X | X | X | X* |
| 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. | | X | X | X | X* |
| NUISANCE ITEMS | | | | | |
| Possession or use of items such as toys, games, portable media players, and laser pointers, or any other items that are not authorized for educational purposes. | | X | X | | |
| PUBLIC DISPLAY OF AFFECTION | | | | | |
| Consensual physical contact that is inappropriate for the school setting including, but not limited to, kissing, hugging and groping. | | X | X | | |
| SEXTING AND/OR POSSESSION OF SEXUALLY EXPLICIT, VULGAR OR VIOLENT MATERIAL | | | | | |
| Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. | AC/ACA* | X | X | X | X* |

| | | | | | |
|---|---------------------|---|---|---|----|
| Students will not be disciplined for speech in situations where it is protected by law. | | | | | |
| SEXUAL ACTIVITY | | | | | |
| Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation. | | | | X | X* |
| TECHNOLOGY MISCONDUCT | | | | | |
| 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. | EHB, KBB and EHB-AP | X | X | X | X* |
| Using, or displaying phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal. | EHB, KBB and EHB-AP | X | X | | |
| Violations, other than those listed in (1) or (2) above, of board policy EHB, procedure EHB-AP1 or any policy or procedure regulating student use of personal electronic devices. | EHB, KBB and EHB-AP | X | X | X | |
| Use of audio or visual recording equipment in violation of board policy KKB. Using video or audio recording equipment on district property, or at district activities except: if required by a district-sponsored class or activity; at performances or activities to which the general public is invited such as athletic competitions, concerts and plays; at open meetings of the board of education or committees appointed by or at the direction of the board; or as otherwise permitted by the principal. | EHB, KBB and EHB-AP | X | X | X | |
| THEFT | | | | | |
| Theft, attempted theft or knowing possession of stolen property. | | X | X | X | X |

| THREATS OR VERBAL ASSAULT | | | | | |
|--|--------------------------|---|---|---|----|
| Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage. | | | X | X | X* |
| TOBACCO/VAPING, INCLUDING E-CIGARETTES, USE, POSSESSION AND/OR SALE | | | | | |
| Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine-delivery products or imitation tobacco products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with district policy JHCD. | JHCD | X | X | X | |
| Use and/or sale of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products or other nicotine-delivery products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be used only in accordance with district policy JHCD. | JHCD | | X | X | |
| TRUANCY OR TARDINESS | | | | | |
| Absence from school or class without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district. <i>*Level 3 consequence can only be ISS</i> | JED, JED-AP1 and JED-AP2 | X | X | X | |
| UNAUTHORIZED ENTRY | | | | | |
| Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance. | | X | X | X | |
| VANDALISM | | | | | |
| Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students. <i>*When possible, restitution will be charged.</i> | ECA | X | X | X | X |

| WEAPONS | | | | | |
|---|------|--|---|---|---|
| Possession or use of any weapon or look-alike weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 57010, RSMo. | JFCJ | | | | X |
| 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). | JFCJ | | | | X |
| Possession or use of ammunition or a component of a weapon. | JFCJ | | X | X | X |

BULLYING POLICY: JFCF

General In order to promote a safe learning environment for all students, the Raytown C-2 School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities,

mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

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

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

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

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

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

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

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

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

SUICIDE AWARENESS AND PREVENTION Policy JHDF

Purpose

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Raytown C-2 School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy outlines key protocols and procedures the district will use to raise awareness of suicide and the steps that can be taken to prevent it. The goal of the district is to help students, including students receiving their education virtually, who may be at risk of suicide without stigmatizing students or excluding them from school. The board will provide the resources necessary to meet this goal. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

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

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

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

Crisis Response Team

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

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The CRT members and the building administrator will receive training and coaching in using this tool to assist in making determinations as to whether a student may be at risk of suicide and the appropriate response. Any such determination shall be made by multiple team members. If the district has a behavioral risk assessment team, a threat assessment team or any similar team that monitors students considered "at risk," those teams must immediately contact the CRT if the team has identified a student who might be at risk for self-harm or suicide.

Response Plan

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

Students Who May Be at Risk of Suicide

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

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

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

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

Students Who May Be Having a Suicide Crisis

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

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) or 988 for assistance. As soon as practical, the employee will notify the building administrator or designee.

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

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member and the building administrator or designee will, based on their training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, appropriate CRT members will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Attending Virtually

In addition to monitoring the attendance and academic progress of students receiving education virtually (virtual learners), the district must also monitor virtual learners who may be at risk for suicide. Building administrators will develop procedures for monitoring the social/emotional health, including suicide risk, of virtual learners in conjunction with monitoring attendance and academic progress that will include: 1. Identifying staff members who will contact virtual learners on a regular basis; 2. Providing hard copies of student contact information to those assigned to contact virtual learners as a backup to Internet access of student records; 3. Creating a few questions designed to assess a virtual learner's social and emotional health that will be asked in conjunction with questions about academic progress; 4. Creating a written set of instructions for employees to follow if the employee suspects the virtual learner may be at risk of suicide or self-harm; and 5. Notifying the CRT. To the extent possible, the superintendent or designee will work with the teachers hired by Missouri Course Access and Virtual School Program (MOCAP) providers to solicit information about the social and emotional health of the virtual learners in their courses.

Confidentiality

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

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

Abuse and Neglect

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

Accommodating a Disability

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

School and Community Resources

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

A CRT member will follow up with students who have been identified as being at risk of suicide or who have had a suicide crisis and their parents/guardians to offer additional assistance. The CRT will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance. The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use. Beginning July 1, 2023, identification badges issued to students in grades 7–12 shall include the Suicide and Crisis Lifeline three-digit phone number, 988, on both sides of the badge. Badges purchased prior to this date may be used until the supply is depleted.

Response to Incidents Impacting the School

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

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

Return to School Following a Suicide Attempt

Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt. The case manager will: 1. Meet with the student and family prior to the return date; 2. Study the student's records, including the events that precipitated the attempt if available; 3. Provide information about the student to teachers and other staff members to the extent necessary to support the student's return; 4. Meet with the student regularly; and 5. Assist the student and family in finding supportive services outside of the school.

Staff Education on Suicide Prevention and Response Protocol

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

1. Strategies that can help identify students who are at possible risk of suicide;
2. Strategies and protocols for helping students at possible risk of suicide; and
3. Protocols for responding to a suicide death.

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

Suicide Prevention Education for Students

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

Policy Publication

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

TRAUMA- INFORMED SCHOOLS INITIATIVE: The Department of Elementary and Secondary Education's Trauma-Informed Schools Initiative can be found at <https://dese.mo.gov/traumainformed>

COMPUTER USAGE OR DISTRICT TECHNOLOGY USE VIOLATIONS: The Raytown School District has the ability to enhance education through the use of a district wide computer network, which includes the Internet. Access to the Internet provides students with the opportunity to participate in distance learning and to locate resources to meet their educational needs. They will also have the ability to examine a broad range of opinions and ideas in a variety of formats. Because information on the Internet appears, disappears, and changes, it is not possible to predict or control what students may locate. Our focus is on providing individual users with the understanding and skills needed to use the Internet in an appropriate manner, rather than in controlling the environment.

With this educational opportunity comes responsibility. The use of the network is a privilege, which may be revoked at any time for abusive conduct. Any concerns of Internet information will be handled in the same way that concerns regarding other educational resources are currently handled. Raytown school board policies pertaining with other educational resources will also apply to Internet resources. District Technology Use Violations include but are not limited to unauthorized use of district owned technology equipment, unauthorized use of programs/internet, accessing email, pornographic, or inappropriate sites and accessing questionable materials if not approved by the teacher.

District Technology Use Violations – Include, but not limited to, unauthorized use of district owned technology equipment, unauthorized use of programs/internet (e.g.-message boards and chat rooms), accessing pornographic sites, and accessing questionable materials not approved by the teacher.

Consequences may range from Level I: Classroom intervention with or without discipline to Level V: 10 days Out of school Suspension and a Student Discipline Hearing (see Board policies EHB, KKB, JG-R1).

ANY OTHER BEHAVIOR THAT IS SERIOUS AND/OR DISRUPTIVE TO THE EDUCATIONAL PROCESS WILL BE HANDLED THROUGH THE REGULAR SUSPENSION POLICY: Students are reminded there will be no student suspensions for Raytown C-2 Schools without proper review of the accusations and without all facts being investigated. Students suspended 10 days or less have the rights of appeal to the Principal if there is a question regarding the suspensions. Due process procedures will be followed. The principal will review the case and may reduce, uphold, or increase disciplinary action per student handbook and school board policy. Finally, the principals and staff of Raytown C2 Schools have the right and responsibilities to protect the learning environment from those who abuse it. We will maintain a firm, fair, reasonable, and professional approach to accomplish this end.

GRIEVANCE PROCEDURES FOR TITLE VI, IX, BOY SCOUT EQUAL ACCESS ACT & SECTION 504: The Board of Education Policies AC & KL designate a district coordinator and a grievance process for resolving civil rights, harassment, and disability complaints. Many complaints can be solved by an informal meeting with parties and the building administrator. A student with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the purpose of resolving the matter promptly and informally. Similarly, employees with a complaint are encouraged to first discuss the complaint with the building supervisor or immediate supervisor.

If the complaint or issue is not resolved after working through the informal process, the grievant may file a written grievance with the Director of Administrative Services, Raytown C-S School District 6608 Raytown Road, Raytown, Missouri 64133 (816) 268-7000.

CORPORAL PUNISHMENT Policy JGA-2

For the purposes of this policy, corporal punishment is the use of physical force as a method of correcting student behavior. No person employed by or volunteering on behalf of the Raytown C-2 School District shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools.

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

WEAPONS IN SCHOOL Policy JFCJ

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time, except as specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary.

School property is defined as: Property utilized, supervised, rented, leased, or controlled by the school district including but not limited to school playgrounds, parking lots and school buses, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. § 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

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

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

STUDENT ALCOHOL/DRUG USE Policy JFCH

Definitions

Controlled Substances – Substances listed in schedules I, II, III, IV, and V of the federal Controlled Substances Act, 21 U.S.C. § 812. For the purposes of this policy, a controlled substance shall also include any controlled substance, counterfeit substance, or imitation controlled substance as defined in § 195.010, RSMo., and any chemical substances structurally similar to and treated as controlled substances under state law.

District Activity – Any activity, event, or function that is sponsored or approved by the district and where students are under district supervision, such as field trips or athletic events. **District Property** – Any property owned or leased by the district, including any vehicle owned, leased, or used for district purposes, and any location where a district-sponsored or district-approved activity takes place.

Prohibited Substances – For the purposes of this policy, a prohibited substance shall include: 1. Alcohol 2. Controlled substances for which the student does not have a valid prescription. 3. Unauthorized inhalants. 4. Counterfeit or imitation controlled substances. 5. Marijuana or marijuana-infused products. 6. Any other illegal drug. 7. Any drug or medicine prohibited on district property by law or policy. 8. Substances intended to create a false negative on a drug test.

Prohibited Substances - The district is concerned with the health, welfare, and safety of its students. Therefore, the district prohibits individuals from manufacturing, using, selling, transferring, distributing, possessing, or being under the influence of prohibited substances on district property, at district activities, and in any district-owned or district-approved vehicle used to transport students to or from district activities. The use, sale, transfer, or possession of drug-related paraphernalia is also prohibited.

Marijuana - Because marijuana and marijuana-infused products are prohibited under federal law, the district does not permit their possession, use, or administration for medicinal or other purposes on district property or at district events even with a valid, Missouri-issued medical marijuana card.

Under the Influence - If there is evidence that a student is under the influence of a substance prohibited by this policy, the student may be removed from school or activities and may be disciplined depending on the circumstances. The student will be given an opportunity to explain the apparent impairment prior to being removed. The district may conduct student drug testing in accordance with policy JFCI.

Consequences - Students who violate this policy will be disciplined in accordance with the district's code of student conduct. In accordance with law, the district is required to immediately notify law enforcement when a student is in possession of a controlled substance and will also notify law enforcement when a student is in possession of any other illegal substance or illegal drug paraphernalia. The board encourages the superintendent or designee to consider alternative discipline for students who are willing to seek treatment or counseling options.

DISCIPLINE REPORTING AND RECORDS Policy JGF

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

Definitions

The following definitions and terms apply to this policy:

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

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

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

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

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

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

Reporting to School Staff

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

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

Reporting to Law Enforcement Officials

School administrators are required by law to report certain crimes to law enforcement. In an effort to support timely and accurate reporting, the Board encourages all employees who have information about any criminal act to share that information with their supervisors. The Board expects employees to share information regarding serious criminal acts, and employees must report criminal acts when required by law and Board policy.

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

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.

7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.
13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

* Immediate reporting of third-degree assault under § 565.054, RSMo., may not be required if an agreement with law enforcement exists.

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

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

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

Reporting Third-Degree Assault

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

Student Discipline Records

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

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

Confidentiality

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

Liability

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

TRANSGENDER STUDENTS Policy ACAE-2

The district seeks to provide all students a safe and tolerant learning environment that is free from illegal discrimination and harassment. This policy addresses the measures the district will take to meet the needs of transgender students. Additional measures may be taken at the discretion of the superintendent or designee depending on the needs of the individual student, the needs of the school community and the district's legal obligations.

Definitions

Accommodations – Measures the district will take to meet a transgender student's needs for the purposes of complying with Title IX of the Education Amendments of 1972, a federal law that prohibits discrimination on the basis of sex. A student's transgender status alone is not a medical condition that qualifies as a legal disability that requires accommodation under Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act (ADA).

Gender Assigned at Birth – The gender designation listed on the student's original birth certificate or other documentation of birth.

Gender Identity – A student's inner sense of being male or female, regardless of the student's gender assigned at birth. A student's gender identity must be consistently and uniformly asserted by the student, or there must be other evidence that the student's gender identity is sincerely held as part of the student's core identity, such as medical documentation or documentation that legal action has been taken to legally change the student's name or birth certificate.

Transgender Student – A student whose gender identity does not correspond with the gender the student was assigned at birth. Medical treatments or procedures or legal actions are not required for recognition as a transgender student.

Consultation with Parents/Guardians and Students Parents/Guardians and students are encouraged to notify a district administrator or counselor of a student's transgender status. The principal, counselor or other relevant staff members will meet with the student's parents/guardians and, when appropriate, the student to discuss the student's needs and district accommodations.

In general, the district will only consider accommodations requested or discussed with the student's parents/guardians. However, the district may provide accommodations to a student without the consent of the parents/guardians if the student is 18 or older, is not dependent upon his or her parents/guardians or is determined by the district, after consulting the district's attorney, to have a legal entitlement to accommodations.

Privacy A student's transgender status will be shared only with staff members and district officials who need to know, as determined by the district. The information will not be shared with students or other individuals without written permission of the parents/guardians unless disclosure is required or allowed by law. These privacy rules apply regardless of whether the parent/guardian or student decides to keep the student's transgender status private or openly discuss the student's status.

The district may provide students, staff and the public educational information regarding the needs of transgender students in general and the district's legal obligations without identifying a particular student.

Records The student's legal name will be used in the district's official records including, but not limited to, the student's official transcript. If the parent/guardian or student legally changes the student's name or birth certificate and provides proof of the change, the district will change the official record.

Upon request, the district will use a name chosen by the parents/guardians and student that corresponds with the student's gender identity when the district is not required to use the student's legal name on a document or when a document is created for internal or ceremonial purposes only. Therefore, grade cards, diplomas and certificates will use the student's chosen name.

District records regarding gender will reflect the gender provided by the parents/guardians and student and may be changed upon request.

Names and Pronouns Upon request, district staff will address a transgender student using the student's preferred name, if different than the legal name, and will refer to the student using the pronouns the student prefers.

Bathroom and Locker Room Access Transgender students may use the restroom or locker room that conforms with the student's gender assigned at birth, or they may use any unisex facilities available to students. The district will also, upon request, designate separate facilities for transgender students to use if unisex facilities are not available to students.

Classes and Academic Activities The district does not typically segregate courses by gender, but there are some classes and activities, such as physical education and health, where students are sometimes divided by gender. In those situations, transgender students will be allowed to participate in the class or activity that conforms with the student's gender identity as long as they are otherwise qualified.

Extracurricular Activities and Athletics The district will abide by Missouri State High School Activities Association (MSHSAA) rules regarding transgender student participation for any activity governed by MSHSAA. For all other district activities in which gender is a participation factor, transgender students will be allowed to participate based on the gender with which they identify.

Dress A transgender student will be allowed to dress in a manner that conforms with the student's gender identity and will be subject to the rules applicable to dress associated with that gender.

Disruption, Illegal Discrimination and Illegal Harassment The district does not tolerate bullying or misbehavior directed at an individual student, disruption to the district's education environment or illegal discrimination or harassment. If the behavior could constitute illegal discrimination or harassment of a transgender student, the behavior must be reported to the district's compliance officer in accordance with policy AC. All other incidents must be reported to the principal. Students who violate this or other district policies may be disciplined. Employees may be disciplined or terminated.

Training and Education

Employees - Regular training on the prevention of illegal discrimination and harassment will include information on the district's obligations to accommodate transgender students. Staff members who are informed of the identity of a specific transgender student will receive additional training and direction as necessary.

Students - Students who are taught about illegal discrimination and harassment as part of an approved course curriculum may also be provided information about legal obligations to accommodate transgender persons. In addition, the district may provide age-appropriate information to students regarding transgender persons when considered necessary or appropriate, particularly when a transgender student is enrolled in the class or grade level.

Parents/Guardians and Community While the district will respect the privacy of individual transgender students, if a parent/guardian or community member requests information on the district's accommodation of transgender students, the district will provide a copy of this policy as well as additional information regarding the needs of transgender students and the district's legal obligations.

1. School board policies and practices will be evaluated through a lens of diversity, equity and inclusion—and amended as necessary to ensure equity within the school system.
2. District and building leadership will engage in the work of equity across all departments and at all levels. Each school and department will maintain a cultural competency team to ensure rules, procedures and policies reflect the district's focus on equity and inclusion.
3. School/Community relationships will be established with vendors and patrons who prioritize the work of improving equity and inclusion with the Raytown School District. The district will empower our community to have a voice and participate in our equity work through community forums.
4. Curriculum will be evaluated and amended to ensure culturally responsive, evidenced-based instructional strategies that integrate resources from various cultures and diverse perspectives. It is important for our students to see themselves reflected in positive ways throughout our curriculum.
5. Language and literacy proficiency will be developed while honoring the importance of students' and families' native languages and dialects. Communication is an important foundation for academic success and potential barriers must be addressed to actively engage students as well as their families and caregivers.
6. Student academic and discipline data will be evaluated to address any disparities in disciplinary processes, academic outcomes and extracurricular participation including, but not limited to, discipline data, state test scores, special education, gifted screening, dual credit and AP/enriched classes, career and technical programs and facilities. The district will review data annually to identify areas of strength as well as any areas in which bias may prevent student success.
7. Student support services will specifically address issues of equity work to address the diverse, unique and individual social and emotional needs of members of our learning community while utilizing a lens of inclusion and equity.
8. Recruitment and retention will encompass achieving a balanced staff and administrator workforce to reflect the diversity of the student body and the community it serves. The district and schools will seek to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity. Employment data will be evaluated annually to address any disparities in staff hiring, retention and promotions.
9. Professional learning will be provided to increase the effectiveness of district leaders, teachers and all staff in creating culturally responsive and equitable learning environments. Training activities will be in person, high quality, evidence-based and ongoing. Workshops will include anti-bias and anti-discrimination training appropriate at all levels in the district. Accountability measures will be monitored as part of the staff evaluation system at all levels.
10. Discrimination, bullying and harassment on the basis of differences including, but not limited to, race, ethnicity, nationality, gender (identity), sexual orientation, language, religion, (dis)ability or socioeconomic status is strictly prohibited. Harassment can take the form of language and/or the display of images and symbols that promote hate, violence or intimidation. It is the responsibility of every district employee to ensure that all students and staff have a safe learning/working environment. This responsibility includes ensuring that any incident of discrimination, harassment or bullying is given immediate attention in the form of incident investigation, age and developmentally appropriate actions, and providing students, educators and staff with appropriate resources and support. (See board policy AC.)

(Diversity, Equity, Inclusion and Belonging)

Purpose

The purpose of this policy is to promote equity and inclusion for all students and staff by creating an educational environment in which diversity is valued and honored. As a district, we embrace our rich, diverse community as a strength and envision a district in which we build relationships to create a sense of belonging, as well as celebrate our differences to learn from one another and promote equity and excellence.

DEIB Definitions

- Diversity is the presence of differences in a given setting. In schools, this can mean differences including, but not limited to, race, ethnicity, nationality, gender (identity), sexual orientation, language, religion, (dis)ability or socioeconomic status.
- Equity in schools refers to education policies, practices and resources that are representative of, constructed by, and responsive to all students. Being equitable means acknowledging and addressing structural inequities (historical and current) that advantage some and disadvantage others. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society in order to identify and eliminate inequities and barriers.
- Inclusion is the degree to which diverse individuals are able to participate fully in the processes and opportunities within an organization or group, such as our school district and individual school buildings. An institution can be both diverse and non-inclusive at the same time. Inclusion is the practice of creating an environment that promotes safety and respect, and amplifies the voices of all parties.
- Belonging is the feeling of security and support when there is a sense that everyone is valued as an important member of the community. Belonging represents the affinity and positive relationships that emerge between people of various backgrounds when we actively promote diversity, equity and inclusion within and throughout our district. Creating genuine feelings of belonging for everyone in the organization is a critical factor in improving engagement and performance.

Policy Criteria

This policy applies to the following categories. This policy shall be included in staff and student handbooks. District leaders and building administrators will ensure students are made aware of the policy in a developmentally appropriate manner. Board members and district staff will receive professional training on this policy annually.

1. School board policies and practices will be evaluated through a lens of diversity, equity and inclusion—and amended as necessary to ensure equity within the school system.
2. District and building leadership will engage in the work of equity across all departments and at all levels. Each school and department will maintain a cultural competency team to ensure rules, procedures and policies reflect the district's focus on equity and inclusion.
3. School/Community relationships will be established with vendors and patrons who prioritize the work of improving equity and inclusion with the Raytown School District. The district will empower our community to have a voice and participate in our equity work through community forums.
4. Curriculum will be evaluated and amended to ensure culturally responsive, evidenced-based instructional strategies that integrate resources from various cultures and diverse perspectives. It is important for our students to see themselves reflected in positive ways throughout our curriculum.
5. Language and literacy proficiency will be developed while honoring the importance of students' and families' native languages and dialects. Communication is an important foundation for academic success and potential barriers must be addressed to actively engage students as well as their families and caregivers.
6. Student academic and discipline data will be evaluated to address any disparities in disciplinary processes, academic outcomes and extracurricular participation including, but not limited to, discipline data, state test

scores, special education, gifted screening, dual credit and AP/enriched classes, career and technical programs and facilities . The district will review data annually to identify areas of strength as well as any areas in which bias may prevent student success.

7. Student support services will specifically address issues of equity work to address the diverse, unique and individual social and emotional needs of members of our learning community while utilizing a lens of inclusion and equity.
8. Recruitment and retention will encompass achieving a balanced staff and administrator workforce to reflect the diversity of the student body and the community it serves. The district and schools will seek to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity. Employment data will be evaluated annually to address any disparities in staff hiring, retention and promotions.
9. Professional learning will be provided to increase the effectiveness of district leaders, teachers and all staff in creating culturally responsive and equitable learning environments. Training activities will be in person, high quality, evidence-based and ongoing. Workshops will include anti-bias and anti-discrimination training appropriate at all levels in the district. Accountability measures will be monitored as part of the staff evaluation system at all levels.
10. Discrimination, bullying and harassment on the basis of differences including, but not limited to, race, ethnicity, nationality, gender (identity), sexual orientation, language, religion, (dis)ability or socioeconomic status is strictly prohibited. Harassment can take the form of language and/or the display of images and symbols that promote hate, violence or intimidation. It is the responsibility of every district employee to ensure that all students and staff have a safe learning/working environment. This responsibility includes ensuring that any incident of discrimination, harassment or bullying is given immediate attention in the form of incident investigation, age and developmentally appropriate actions, and providing students, educators and staff with appropriate resources and support. (See board policy AC.)

Implementation

In order to facilitate this policy with fidelity, contingent upon budget availability, the superintendent may create a district office senior-level position for an assistant superintendent for equity and access whose primary responsibility would be focused on implementing, facilitating, monitoring and assessing the equity initiatives laid out in this policy. The assistant superintendent for equity and access would also be responsible for student support and ensuring actions taken to address all students' access to educational opportunities. The district will develop and implement a system wide equity plan based on survey data and findings of the equity audit to meet the requirements and criteria laid forth in this policy. The equity plan will be aligned to the district's strategic plan. Annual reporting of progress on this plan will be provided to the board, staff, students and community.

ADDITIONAL BOARD POLICIES

For more information regarding the following Board Policies, please refer to www.raytownschools.org.

Policy ACA: The Raytown C-2 School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

"Sexual harassment under Title IX" is conduct on the basis of sex within the scope of the district's education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8) or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education.

Director of Administrative Services

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Policy EBAB-AP1: Hazardous Materials – Asbestos Control Information including presence of asbestos, any inspections, re-inspections, and response/actions taken. Lead Eradication Program periodic testing of drinking water.

Policy EBC: Federal Emergency Management Agency Emergency Drill – Earthquake

Policy EBC-AP-1: Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year in accordance with the requirements of counties, municipalities, or fire protection districts in which district buildings are located. In any case, a minimum of two (2) fire, two (2) tornado and two (2) bus evacuation drills each shall be conducted regularly during the academic school year.

Policies EF, EFB & ADF: Free & Reduced Lunch Services and Nutritional Standards

Policy EF-AP1 To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will provide timely notification to parents/guardians when account balances run low (when applicable).

Policy EHB-AP1 and KKB: Use of electronic communication devices, audio and visual recording equipment and audio and visual recording.

Policy GBH: Electronic communication between staff members and students

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

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

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

or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Policy GBL: Title 1 Teacher Qualifications parent rights to request & receive teacher & paraprofessional qualifications; grade levels and subject areas the teacher provide instruction; if the teacher is teaching under provisional certification status; and if the student is provided services by a paraprofessional

Policy IGAEB: The district will offer instruction in human sexuality and will provide instruction regarding sexual abuse as required by law. All instruction will be appropriate to the age of the students receiving the instruction, and students may be separated by gender for the instruction. **Notice and Opt-Out:** The district will notify parents/guardians of the basic content of the district's human sexuality and sexual abuse instruction. The district will also notify parents/guardians of their right to remove their student from any part of the district's instruction on these topics upon written request. The district will make all curriculum materials used in the district's human sexuality and sexual abuse instruction available for inspection prior to the use of such materials in actual instruction.

The district will teach students about the characteristics of and ways to identify sexual predators. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline." Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

Policy IGAEB: In accordance with 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.

Policy IGBA: Special Education Services district's obligation to provide special education or related services to children ages 3 to 21.

Policies IGBCA, IGBCB, IGBH: Homeless (including unaccompanied youths), Migratory, and English Learners please see these policies for the district's obligation to identify and provide education and assistance to students who are homeless, migratory students, students who are and English Learners and students with disabilities.

Policies IGCD & IGCD A: Virtual instruction can be an effective education option for students and is available in both part-time and full-time formats. If deemed appropriate, and in the best educational interest of the student, part-time virtual courses can be taken as part of the district's regular course load through a MOCAP vendor or the district's contracted vendor. In the case of full-time virtual education, the student will enroll with a MOCAP host district and receive full-time virtual education through the MOCAP program. The student must be currently enrolled in the district to participate in virtual course. Please see policies IGCD and IGCD A for additional information.

Policy IKF & IKFA: Graduation Requirements and Early Graduation Policy

Policy IL: Assessment Program EOC examinations may be waived for: 1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment; 2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and 3. Foreign exchange students.

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no opt-out policy, and the district expects all students to participate in all district or statewide assessments.

Policies JFG & JFCI: To maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property or district property used by students. 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 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 and shall be carried out in the presence of adult witnesses when possible. Students' privacy and dignity shall be respected.

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 their 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. A designated district employee will notify parents/guardians if a search involving their student has occurred, and they will also be notified of the outcome of the search.

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 drug-detection 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 under the influence of drugs or alcohol, the district may require the student to take a drug or alcohol test. Students who refuse to participate in drug or alcohol testing, may be disciplined as if they tested positive for the substance. Drug and alcohol testing are not a necessary or exclusive means of determining from the available evidence that a violation of district policy has occurred. In accordance with law, the district may implement a random student drug-testing program for students in extracurricular activities.

Protection of Pupil Rights Amendment (PPRA) includes:

- **Policy JHDA Surveys** 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.
- **Policy JHC Non-Emergency, Invasive Physical Examinations** The term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.
- **Policy KI Collecting, Disclosing or Using Information for Marketing** The district will not collect, disclose or use personal information from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose unless required by law.

Policy JHCB: Immunizations: District-Sponsored Preschool, Daycare Centers and Nursery Schools Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will only verify whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

Policies JO & JO-AP1: Student Records (FERPA): *Directory Information – Information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed.* 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 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.

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.

Policy KB-AP1 Public Information Program regarding district and building accountability report cards

Policy KB-AP1: Public Information Program If the district provides information on immunizations, infectious diseases, medications or other school health issues to parents/guardians of K–12 students, the district will also provide parents/guardians of K–12 students influenza and influenza vaccination information that is identical or similar to that produced by the Centers for Disease Control and Prevention.

Policy KB-AP1 Prior to November 1 of each year, each high school in the district will provide its students with information concerning occupations that have a critical need or shortage of trained personnel as provided by the State Board of Education.

Policy KLA Federal Program Concerns & How to File a Complaint Regarding Certain Federal Programs

The district will use the following process to address specific allegations that the district has violated a federal statute or regulation regarding a program under the ESEA:

1. The person with the complaint ("complainant") must present a written complaint to the superintendent or designee that specifies the federal law or regulation alleged to have been violated and the facts supporting the allegation. Alternatively, the Department of Elementary and Secondary Education (DESE) will forward a complaint from a complainant to the district for resolution.

The superintendent or designee will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. The superintendent or designee is authorized to contact the district's private attorney for assistance in determining whether a violation has occurred.

2. If the complainant is not satisfied, he or she may request that the issue be placed on the Board agenda at the next Board meeting, using the process outlined in Board policy.

The superintendent or designee will notify the complainant of the Board's decision and will provide the complainant a copy of DESE's Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures.

3. If the Board does not hear the issue or if the complainant is not satisfied with the Board's response, the complainant may appeal the issue to DESE in accordance with DESE's complaint procedures.