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Nondiscrimination and Student Rights

Equal Education Opportunity/§504 Procedural Safeguards

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act were designed to eliminate discrimination on the basis of disability. To that end, Section 504 provides, in pertinent part, as follows:

> No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

A disabled person under Section 504 is defined as any person who has a physical or mental impairment that substantially limits one or more major life activities.

Pursuant to Subpart D of the 504 federal regulations, a recipient of federal financial assistance that operates a public elementary or secondary education program must establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards. The following is a description of the procedural safeguards or rights granted by federal law to students with 504 disabilities and/or their parents or legal guardians and to those students who are suspected of having a 504 disability and/or their parents or legal guardians. Parents/guardian of students who are suspected of or identified with a disability under the Individuals with Disabilities Education Act are provided with copies of the IDEA procedural safeguards unless those students have a separately identified 504 disability that is not addressed through an IEP.

Parent and Student Rights Under Section 504:

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.

2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.

3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.

4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.

5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.

6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.

7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.

8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.

9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a program operated by the District.

10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.

11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process shearing and the relevant review procedures are described below.

12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 1621 describes the procedures for filing a grievance and can be requested by contacting: Lessli Pruett.

    Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or **[the address for the Kansas City Office of OCR is:** OCR, U.S. Department of Education, 601 E. 12th St., Kansas City, Missouri 64106. **The Kansas City office's jurisdiction extends to the states of Kansas, Missouri, Nebraska, South Dakota, and Oklahoma. For a list of other regional offices and their coverage area, see www.ed.gov.**

    The District's Section 504 Coordinator is Lessli Pruett and may be reached at 417-935-2287.

    Due Process Appeal Procedures:

    This procedure should be used if the parent(s), legal guardian or eligible student intends to challenge actions the District proposes or refuses under 504 regarding the identification, evaluation, program or placement of a student with a disability. The District also has the right to initiate a 504 due process hearing regarding these same matters.

    1. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Request for 504 Due Process Hearing within 15 calendar days from the date of the District's written notice of the proposed or refused action. A copy of this form is attached to these Procedural Safeguards. The Request for 504 Due Process hearing should be filed with the District's Section 504 Coordinator.

       If the District intends to initiate a Section 504 due process hearing, the District's Section 504 Coordinator will complete the Request for a 504 Due Process Hearing within the same number of calendar days as specified above.

    2. The Request for a 504 Due Process Hearing must state the specific circumstances, including all relevant facts, giving rise to the request for due process; the specific issues to be decided at the impartial due process hearing; and the relief being requested. The District will acknowledge, in writing, all parent/guardian requests for a due process hearing within 15 business days of receipt. If the District initiates the due process hearing, the District will inform the parent or guardian within 15 days of the District's decision to so initiate.

3. The District will, within 15 business days of the District's or parent/guardian's receipt of the Request for a 504 Due Process Hearing, appoint and retain a single impartial hearing officer to hear and decide the due process request. The hearing officer must have knowledge or training in Section 504 and may not be an employee of the District. The hearing officer may not have a personal or professional interest that would conflict with his/her objectivity in the hearing. The District is not required to consult with the parent/guardian or eligible student with respect to the hearing offer appointment.

4. The parties to the hearing have the following rights:

    a. The right to inspect all relevant records, including personally identifiable records of the student;

    b. The right to be represented and advised by an attorney;

    c. The right to present evidence and confront, cross-examine and compel the attendance of witnesses;

    d. The right to obtain a record of the hearing;

    e. The right to obtain written findings of fact, conclusions of law, and decision.

5. The parents or guardian have the right to open the hearing to the public; otherwise, it will be closed. The parents or guardian may elect to have the student present at the hearing.

6. The hearing officer must hold the hearing within 30 days of his/her appointment as hearing officer. This timeline may be extended upon the request of the party or parties and by agreement and order of the hearing officer.

7. Each hearing must be conducted at a time and place which is reasonably convenient to the District and the parents or guardian. The District's facilities will be presumed to be a reasonably convenient location but the parents or guardian may challenge this presumption with the hearing officer.

8. The party that requested the due process hearing may not raise issues at the due process hearing that were not addressed in the Request for a 504 Due Process Hearing unless the other party agrees.

9. The hearing officer shall render a final, written decision no later than 20 days following the completion of the hearing. A decision may be rendered after 30 days, if either party requests an extension of this timeframe, and for good cause shown. The decision of the hearing is final and binding, subject to the procedures outlined below.

10. The District is responsible for costs directly attributable to the provision of administration hearings described in these procedures, including compensation of the hearing officer, transcripts or recordings of the hearing, and other related expenses. The District is not responsible for the costs of legal counsel or other representative of the parent/guardian or eligible student or for the costs of producing or reproducing the evidence presented by the parent/guardian or eligible student.

11. Any timelines specified herein may be extended by agreement of the District and parent/guardian or eligible student or by order of the hearing officer.

12. Any party aggrieved by the decision of the impartial hearing officer may appeal that decision to any court of competent jurisdiction.

Nondiscrimination and Student Rights
Harassment Grievance Form

HARASSMENT/DISCRIMINATION GRIEVANCE FORM

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____

Work Phone: _____

Date of Alleged Incident(s): _____

Did the incidents involve: sexual harassment/discrimination, racial harassment/discrimination, harassment/discrimination because of age, harassment/discrimination because of color, national origin or ethnicity, harassment/discrimination because of disability, harassment/discrimination because of sexual orientation or perceived sexual orientation (*circle all that apply*).

Name of person you believe harassed or discriminated against you or another person:

_____

If the alleged harassment/discrimination was toward another person, identify that other person:

_____

Describe the incident as clearly as possible, including such things as what force, if any, was used, any verbal statements (i.e. threats, requests, demands, etc.), what, if any physical contact was involved. Attach additional pages as necessary.

_____

_____

_____

When and where did the incident occur? _____

_____

List any witnesses who were present: _____

_____

This complaint is based upon my honest belief that _____ has harassed/discriminated against me or another person. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge.

_____
Complainant's Signature

_____
Date

_____
Witness

_____
Date

_____
Received By

_____
Date Received

Nondiscrimination and Student Rights
Discrimination and Harassment Prohibited Notice

Notice of Non-Discrimination

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

Section 504 Coordinator Special Education Director 416 E Clinton Seymour, MO 65746 Telephone: 417-935-2287, ext 3	Title VI Coordinator [other title, or specific name] [address] Telephone:	Title IX Coordinator Special Education Director 416 E Clinton Seymour, MO 65746 Telephone: 417-935-2287, ext. 3
Americans with Disabilities Act (Title II) Coordinator Special Education Director 416 E Clinton Seymour, MO 65746 Telephone: 417-935-2287, ext	Age Discrimination Act and Age Discrimination in Employment Act Coordinator Telephone:	Title VII Coordinator [other title, or specific name] [address] Telephone:

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

Office for Civil Rights
U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
Telephone: 816-268-0550

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

Robert A.Young Federal Building
1222 Spruce Street
Room 8.100

St. Louis, MO 63103
Telephone: 800-669-4000

Other agencies dealing with non-discrimination issues include:

Missouri Commission for Human Rights
Department of Labor and Industrial Relations
P.O. Box 1129
3315 W. Truman Blvd.
Telephone: 573-751-3325

U.S. Department of Justice
950 Pennsylvania Ave., NW
Washington, DC 20530-0001
Telephone: 202-353-1555

Admission and Withdrawal

Student Records Requests

Within 48 hours of enrolling a resident or non-resident student placed in the District pursuant to R.S.Mo. §§ 210.481-.536, the school official enrolling the student shall request all records required by District policy for student transfer, including discipline records, from all schools and facilities attended by the student in the preceding twenty-four (24) months in addition to records related to the student from the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any other state agencies and entities involved in the placement of the student.

In addition, within 48 hours, the District will request records of any behavioral threat assessment and personal safety plans of the enrolling student created by the prior district. If the enrolling student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous twelve months.

"Behavioral threat assessment," records associated with an evaluation of a student who has shown or demonstrated:

a) Homicidal or suicidal ideation.
b) Planning an attack on a school other students, faculty, staff, or administration.
c) Behavior that puts students, faculty, staff, or administration at risk for harm.

"Homeless child" or "homeless youth," means a person less than twenty-one years of age who lacks a fixed, regular and adequate nighttime residence as further developed in Policy and Regulation 2260.

"Personal safety plan," an agreement based upon the findings of the behavioral threat assessment record between the school and the students' parents or guardians, or between the school and the student if the student is emancipated or an unaccompanied youth as defined in section 210.121 that:

a) Stipulates rules for attendance at the school.
b) Provides benchmarks that allow for the student to be released from the personal safety plan over time.
c) Provides immediate access to a trusted adult for the student with the personal safety plan.

For all other students to whom the preceding paragraph of this Regulation is not applicable, the Superintendent/Designee will request the student's transfer and discipline records from all schools or facilities previously attended within the preceding twelve (12) months within two (2) business days of a student's request to enroll in the District. In addition, parents/guardians of

students new to the District will be required to complete and sign the Affidavit Regarding Prior Discipline informing the District of the student's previous suspensions, expulsions or criminal activity.

Any enrollment of the student prior to receipt of a the student's discipline records from a previous school will be conditional until such time as the student's previous discipline records are received evidencing that the student is not barred from enrollment under R.S.Mo.§ 167.171 (See Policy and Regulations 2200 and 2664). A student will be allowed to attend school after a conditional enrollment. A student's conditional enrollment will be revoked upon receipt of information that the student is barred from enrollment pursuant to R.S.Mo. § 167.171 and the student will no longer be allowed to attend school. This provision does not apply to a disabled student, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of conduct related to the student's disability. Any student who is barred from enrollment pursuant to R.S.Mo. §167.171 will be provided due process as set for in the District Regulation 2664. If the student is not barred from enrollment pursuant to R.S.Mo. § 167.171, the student will be deemed fully enrolled upon receipt of the student's records. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

The Superintendent/Designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student.

*****

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Admission and Withdrawal

Admission of Resident Students

The Superintendent/designee is responsible for ensuring that all pre-registration residency, waiver requests, and prior discipline forms are completed and maintained as District records.

A student may only register in the District if the student provides proof of residency or if the student or parent/guardian requests a waiver from the Board of Education on the basis of hardship or good sense. A Residency Enrollment Checklist (Form 2230) and Affidavit Regarding Prior Discipline (Form 2230.2) will be completed at the time of enrollment. If the Superintendent has reason to suspect that the admission of a student will create an immediate danger to the safety of others, a hearing will be convened within five (5) working days of the request to register. At the hearing, the District will determine whether the student may enroll. (See Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.)

Waiver

Students or parents/guardians seeking a waiver of the District's residency requirement must complete and submit to the Superintendent a Request for Waiver of Proof of Residency (Form 2230.1) stating the reasons for which the waiver is requested. If a waiver is requested, the Board of Education, or a committee of the Board appointed by the Board President, must convene a hearing no later than forty-five (45) days after the request for waiver is filed with the Superintendent. If the District fails to convene a timely hearing, the request for waiver is automatically granted. Following the hearing, the Board will provide written notice of its decision and the reasons for its approval or denial of the waiver request.

In considering whether a waiver to residency should be granted, the presumption that a student's domicile is in the home of the student's parent/guardian is not conclusive. Students residing within the District, but not within the domicile of their parent/guardian, will be considered residents of the District if they reside within the District for reasons other than solely to attend District schools.

Records Review

Within two (2) business days of enrolling a new student, the Superintendent/designee will request copies of the new student's transfer and discipline records from all schools in which the new student attended at any time within a twelve (12) month period preceding enrollment in the District. In addition, parents/guardians of students new to the District will be required to complete and sign the Affidavit Regarding Prior Discipline informing the District of suspensions or expulsions incurred at schools previously attended.

However, as provided in Policy and Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion, no student will be enrolled who has been convicted of or charged without final adjudication of the following criminal acts or the corresponding juvenile offenses:

1. First degree murder.
2. Second degree murder.
3. First degree assault.
4. Forcible rape.
5. Forcible sodomy.
6. Robbery in the first degree.
7. Distribution of drugs to a minor.
8. Arson in the first degree.
9. Kidnapping (Class A felony).
10. Statutory rape.
11. Statutory sodomy.

This provision does not apply to a disabled student who is convicted or adjudicated guilty as a result of conduct related to the student's disability.

PROOF OF RESIDENCY
OR THAT REQUEST FOR WAIVER HAS BEEN SUBMITTED

I hereby certify as follows:

I, _____, am the parent/guardian of
Parent/Guardian

_____, a student seeking to register in the
Student

Seymour R-II School District, and am legally authorized to make educational decisions for the

Student.

I further certify as follows: (Check one category, and provide all additional information requested under the category checked. WARNING: Under Missouri law, any person who knowingly submits false information with respect to the following questions, any subparts thereto, or the documents provided to support the responses to such questions, may be charged with and convicted of a Class A misdemeanor).

The Student is a legal resident of the District as established by the following:

I am a legal resident of the Seymour R-II School District.

I reside and am legally domiciled (have my permanent home) at the following address:

_____
Street

_____
City, State, Zip

REQUEST FOR WAIVER OF PROOF OF RESIDENCY

I,_____, am parent/guardian of
Parent/Guardian

_____, a student seeking to register in
Student

the **Seymour R-II School District**, and am legally authorized to make educational decisions for the Student, **OR**

I,_____, am a student seeking to register in
Student

the **Seymour R-II School District**.

The Student is not a legal resident of the District because the Student's parent/guardian does not physically reside in the District and or is not domiciled (i.e., physical presence with intent to remain) in the District.

I am requesting that the Board of Education waive the requirement that the Student establish proof of residency on the basis of hardship or good cause.

I am requesting the waiver for the following reasons:

_____

_____

_____

_____

The student resides with me at the foregoing address, which is also the Student's permanent home. I have provided the following document(s) to establish that I am a legal resident of the District:

(1)_____

(2)_____

(3)_____

(Request additional information sheet if necessary.)

The Student is not a legal resident of the District; however, I have submitted (or the student has submitted) a Request for Waiver of Residency within forty-five (45) days of the date of this Statement.

I submitted the Request for Waiver on _____
date

I have attached a copy of the Request for Waiver to this Statement. I understand that if the Request for Waiver is denied after the Student has been registered, the Student will no longer be eligible for enrollment in the District, and will be required to withdraw from school immediately following denial of the Waiver.

I hereby certify that all information I have provided in this Statement is true, accurate, and complete to the best of my knowledge.

I understand that if I have provided any false information in this Statement, or in the documents submitted in support of this Statement, that I may be charged with and convicted of a Class A misdemeanor.

I also understand that if I have provided false information in this Statement, or in the documents submitted in support of this Statement, the District may file a civil action against me to recover the costs of school attendance for the Student.

_____ _____
Signature of Parent/Guardian Date

I understand that the Board of Education will convene a hearing within forty-five (45) days after this Request is submitted, and that I may attend the hearing and present information in support of the Request. (NOTE: If the parent/guardian requests waiver, the Student is also entitled to attend the hearing).

I also understand that if the Request for Waiver is denied, the Student will not be eligible to register for and attend classes in the District, and if already enrolled in the District, the Student will be required to withdraw from District schools immediately after such denial.

I further understand that if the Request for Waiver is denied, I may appeal the decision of the Board of Education to the circuit court for the county in which the District is located.

_____ _____

Signature of Parent/Guardian Date

OATH OR AFFIRMATION REGARDING PRIOR DISCIPLINE TO BE COMPLETED PRIOR TO ENROLLMENT OF STUDENT

I, _____ having been duly sworn upon my oath,
Parent/Guardian

or having affirmed that I will tell the truth, do hereby state and depose as follows: I am the parent/guardian, or other person having custody or charge of _____, a student seeking to enroll in Student **Seymour R-II School District**, and am legally authorized to make educational decisions for the Student.

I hereby certify as follows: (Check one, and provide all additional information requested. WARNING: Under Missouri law, the failure to provide true, accurate, and complete information to each and every question and subpart thereto may result in your being charged with and convicted of a Class B misdemeanor.)

_____The Student **has never been suspended or expelled** from any school in this state or any other state for any offense relating to weapons, alcohol or drugs, or for the willful infliction of injury to another student.

_____The Student **has been suspended and/or expelled** from school in this state or another state for one or more offenses relating to weapons, alcohol or drugs, or for the willful infliction of injury to another student.

For each and every suspension and/or expulsion, provide the following information: (Request additional information sheets, if necessary)

1. Name and Address of School District.
2. Name of School.
3. Nature of Offense.
4. Date of Offense.
5. Date Suspension/Expulsion Began.
6. Date Suspension/Expulsion Ended/Is Scheduled to End.

I hereby certify that I have provided true, complete, and accurate information for each and every suspension and/or expulsion imposed upon the Student for each and every offense relating to weapons, alcohol or drugs, or for the willful infliction of injury to another student.

I hereby swear or affirm that all information I have provided in this document is true, accurate, and complete to the best of my knowledge.

I understand that if I have provided any false information in this document that I may be charged with and convicted of a Class B misdemeanor.

I also understand that this registration document will be maintained a part of the Student's permanent scholastic record.

_____ _____

Signature of Parent/Guardian Date

STATE OF MISSOURI)
) SS
COUNTY OF _____)

On this __th day of 19 __, before me appeared _____ _____to me personally known, who, being by me duly sworn, did say that he/she executed the foregoing instrument and acknowledged said instrument to be his/her free act and deed.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal in the County and State aforesaid, the day and year first above written.

_____

Notary Public

My commission expires:_____

Admission and Withdrawal

Admission and Tuition - Non-Resident Students

The following students who are not residents of the District may enroll without payment of tuition:

1. Orphaned children or children with only one living parent.

2. Children whose parents/guardians do not contribute to the support of the child.

3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.

4. Children whose parent/guardian owns real property within the District, but who reside outside of District boundaries. Such children may attend school upon payment of tuition, which will be reduced by the amount of real estate tax paid by the child's parent/ guardian for School District purposes.

5. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purposes, provided at least thirty-five percent (35%) of the property is within the District.

6. Inter-district desegregation students.

7. Students of District teachers or regular District employees.

8. Homeless students.

9. Wards of the State.

10. Students placed in a residential care facility.

11. Students attending regional or cooperative alternative education programs.

12. Non-domiciliary students placed for treatment at a facility/program within the District. See Policy 2240 – Admission and Tuition – Non-Resident Students.

The administration may investigate the eligibility of children attending schools under the provisions of this regulation.

Admission of Students from Unaccredited School Districts

The District will accept students seeking to transfer enrollment from a school district in the same or adjoining county that has been declared unaccredited by the State of Missouri in accordance with the following guidelines:

Tuition

The Board of Education of the school district that has been declared unaccredited will be responsible for payment of tuition to the District for each transfer student(s) accepted under this policy. The rate of tuition will be calculated in accordance with the District's per pupil cost, calculated in accordance with Missouri Revised Statute §167.131. Tuition from the transferring school district must be received by the beginning of each semester.

Applications for Enrollment

Parents or legal guardians seeking to transfer the enrollment of their child(ren) to the District in accordance with this policy, must be a resident of a school district that has been declared unaccredited. The term "resident" will be interpreted in accordance with Missouri law. Upon a request for transfer to the District pursuant to this policy, the District has the right to seek information verifying the student's residency status in the unaccredited district.

Parents or legal guardians seeking to transfer enrollment to the District must send notification to their school district of residence and the District of their intent to enroll their child(ren). Applications for enrollment for the 2013-2014 school year must be received in the District's Central Office by August 1st and by February 1st of each year thereafter.

Parents or legal guardians seeking enrollment in the District pursuant to this policy will be required to complete District enrollment forms and provide information related to residency, academic, age, immunization, health, student discipline status, and other eligibility prerequisites as established by Board policies, rules and regulations, and by state law. Students will not be permitted to enroll in the District pursuant to this policy if the student has been convicted or charged with any offense outlined in the Missouri Safe Schools Act, §167.171 RSMo.

Applications for enrollment will be considered in order of receipt by the District's Central Office. The District will give preference to siblings of current transfer students already attending the District. Non-resident students from unaccredited schools may be permitted to attend the District based upon District capacity and availability of space in student grade level.

Availability is based upon District class size and student-teacher ratios. Based upon an average class size at grade level for the previous five years, the acceptable average class size for the District at grade level is:

- Kindergarten 18-20
- Grades 1-2 20-22
- Grades 3-5 23-25
- Grades 5-8 20-25
- Grades 9-12 20-25

(The exact class size will vary from district to district).
School placement will be determined solely at the Superintendent or his/her designee's discretion.

Transportation

The District is not responsible for transportation of students enrolling from an unaccredited school district. If the unaccredited school district has selected the District as a school district to which it will provide transportation, it is the responsibility of the parent or legal guardian to make transportation arrangements with their home school district.

Activities

As provided, regulations of the Missouri State High School Activities Association (MSHSAA) students transferring from an unaccredited high school pursuant to §167.241 are eligible to participate in interscholastic MSHSAA activities sponsored by the receiving District. However, the District will not provide transportation to student transfers related to activity practice.

Reaccreditation

If the unaccredited school district where a student resides regains its accreditation, the student may remain in the District only until the end of the current school year, subject to the payment of tuition by the unaccredited school district.

Non-Resident Contractor/Employee of District

The Board may vote to enroll the children of non-resident District contractors and/or the children of non-resident employees. If the Board adopts such practice, the children of these non-resident employees will attend tuition free and will be counted for average daily attendance. However, such non-resident children will not be entitled to District transportation.

For purposes of this Regulation, the following terms apply:

"Contractor," individual who devotes at least 20 paid hours of work to or for the benefit of the District in a position which, if employed by the District, would be covered by PEERS/PSRS.

"Regular Employee," individual who devotes at least 20 paid hours for the benefit of the District provided the position would be covered by PEERS/PSRS if employed by the District.

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Admission and Withdrawal
Admission of Exchange Students

This regulation sets forth the procedural requirements for admission of foreign exchange visitor students to the District.

1. Foreign Exchange Students will be accepted upon approval of the local Board of Education. Considerations will be made on a space-available basis with no more than two foreign students placed in the high school at one time.

2. The sponsoring organization shall not place a student in the high school without first contacting the principal and obtaining his/her approval for the admission of the student.

3. Placement, transition, orientation, and appropriate records including health, accident, and liability insurance and other such information / records will be coordinated through the building principal.

4. Representatives of the foreign exchange program must provide active supervision and support to their participating students including responsibility for resolving problems including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.

5. The host family should be familiar with, and transmit to the school, information about the student's interests and general behavior, and provide the student's school record in English or translatable, form.

6. The foreign exchange student must abide by the rules and regulations of the high school regarding attendance, discipline, school work etc.

7. Diplomas may be issued to exchange students when both the District graduation requirements and the student's home school requirements have been met. Students are entitled to participate in all senior activities, including the graduation ceremony, with or without the diploma.

8. District students should be recommended by the local units of exchange visitor programs for reciprocal privileges and responsibilities.

STUDENTS **Regulation 2260**

Admission and Withdrawal

Homeless Students

Identification

For purposes of Board policies and regulations *homeless students* include students under age twenty- one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

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

2. have a primary night time residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;

3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. Are a migratory child or youth who qualifies as homeless because they are living in circumstances described above.

School Selection

Parents, guardians, or unaccompanied youth will be informed of the homeless student's right to remain in the school of origin. For purposes of this policy, the school of origin means the school that the student last attended when permanently housed, or the school where the student was last enrolled including preschool. In determining the best interest of the student, the Board will consider:

1. Keeping the student in the school of origin unless contrary to wishes of parent or guardian;
2. Impact of mobility on admission;
3. Education, health, safety of the student;
4. Consider the views of an unaccompanied student;
5. Irrespective of whether the student lives with homeless parents or has been temporarily placed elsewhere.

The District will provide a written explanation, including the right to appeal to the student or parent/guardian if, the Board sends the student to a school other than the school of origin or the school requested by the parent/guardian.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available. The District will ensure that homeless students, meeting eligibility standards, do not face barriers in accessing academic and extracurricular activities.

Transportation

The District will, upon parent/guardian or unaccompanied youth request, provide transportation to and from the school of origin as follows:

1. If the student continues to live in the District, transportation will be arranged to the school of origin.
2. If the student continues in their school of origin, but moves into another district, transportation will be arranged upon by the District of origin and the new District of residence.

Parents, guardians and unaccompanied youth will be fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services.

Homeless Liaison

The Board of Education has appointed [Title of Position] as liaison for homeless students. The responsibilities of the liaison will include, but not be limited to:

1. Ensure that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies.

2. Establish practices designed to ensure the school enrollment and success of homeless students;

3. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;

4. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;

5. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;

6. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;

7. Ensure that referrals are made to health care, dental, mental health and other appropriate services;

8. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;

9. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner consistent with the requirements of the McKinney Vento Act;

10. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and

11. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.

12. Ensure school personnel receives professional development and other support.

13. Ensure that unaccompanied youth are enrolled in school, have the opportunity to meet the same challenging state academic standards, are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status.

All school personnel, District service providers and locally known advocates working with homeless families will be informed of the identity of the Homeless Liaison and the Homeless Liaison duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

2. The parent, guardian or unaccompanied youth will be provided with a written explanation of the District's decision regarding school selection, enrollment, and related decisions concerning education services, including the rights of the parent, guardian, or student to appeal the decision; and

3. The homeless student, parent, or guardian will be referred to the Homeless Liaison, who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.

4. At the request of the parent, guardian or unaccompanied youth, the District will provide for or arrange adequate or appropriate transportation to and from the school selected by the parent, guardian or unaccompanied youth. Inter-district transportation disputes will be resolved by DESE.

Dispute Resolution

Level I - A complaint regarding eligibility, school selection, enrollment or barriers to attending classes and participating in school activities of a homeless child shall first be presented orally and informally to the District's educational liaison for homeless children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

1. School in which enrollment is sought and the basis for seeking enrollment;
2. Name and contact information for the parent or education decision-maker;
3. Best Interest notes and reports;
4. Copy of the previous appeal letter;
5. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the District's Superintendent.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations and District personnel and by review of the District's enrollment forms.

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Attendance

Student Attendance

The Board of Education has established the following rules and regulations regarding attendance, absences and excuses for students. These rules and regulations are intended to comply with Missouri Compulsory Attendance Law (167.031 RSMo.) which establishes compulsory attendance for all children between the ages of seven and sixteen unless their education is provided by other acceptable means or otherwise excusable under the law.

Excusable Absences

In case of absence, it is the responsibility of the parent/guardian to notify the school. If the school is not notified on the day of absence, a note from the parent/guardian will be required on the first day of the student's return to school. The absence will be recorded as unexcused if a note or telephone call is not received.

Excusable absences include, but are not limited to:

1. Illness of the student (Doctor's statement may be required to support such absences).
2. Days of religious observance.
3. Death in the family (Each District shall define degree of relatedness required to excuse absence).
4. Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen. (Each District shall define the degree of emergency required to excuse absence).

The following procedures should be followed by students who are absent so as to prevent academic difficulties:

1. The student shall obtain assignments from appropriate staff members. Assignments shall be obtained in advance if the absence is foreseen.
2. All assigned work shall be submitted upon returning to school.
3. All classroom work (to include tests) shall be completed as indicated by the individual classroom teacher.

A student who complies with a subpoena to testify in a criminal proceeding, attends a criminal proceeding, or who participates in the preparation for a criminal proceeding will not be disciplined for violation of the District’s attendance policy. Similarly, such student’s parents/guardians will not be in violation of the state’s truancy schedule §167.061.

Unexcused Absences

Attendance patterns for all students will be monitored. Absences which are not clearly excusable will be investigated by the principal and/or staff, and appropriate action will be taken:

(Disciplinary Option)

1. After a student has been absent for three (3) consecutive days, it is the building principal's responsibility to contact the parent/guardian by telephone or letter in order to inquire about the reason for the student's absence.

2. If the principal is unable to contact the parent/guardian within three (3) days or the parent/guardian does not give a reasonable explanation for the absence within three (3) days, the building principal shall send a registered letter to the parent/guardian requesting a conference within a week.

3. If the parent/guardian does not contact the principal within a week of receipt of the registered letter, the building principal will make a referral to the proper legal authorities.

4. The building principal shall also notify the office of the Superintendent in writing of the excessive absence and continue to update the Superintendent on the situation.

Excessive Absences

Elementary Students and Middle School Students

A student shall be allowed twenty (20) unexcused days per school year. Excessive absences, excused or unexcused, have a detrimental effect upon academic progress and may be one factor considered in promotion/retention decisions.

High School Students

A student shall be allowed a maximum of ten (10) unexcused absences from any class during a semester. Students who accumulate in excess of ten (10) days in any class are subject to loss of credit for that class. (Days of student suspension are not counted as days absent for purposes of this policy.)

When unusual or extreme circumstances occur, exceptions to this stated policy will be made only by administrative discretion on an individual basis. Any absence not accounted for will be considered an unexcused absence.

Any absence from class as a result of a school-sanctioned activity is not recorded as an absence for purposes of this policy. Example: field trip, athletic event, student activity, etc. It is the student's responsibility to remind all of his/her teachers following a school-sanctioned absence to use the attendance correction form if he/she was reported absent inadvertently.

(Disciplinary Option)

A student is expected to make up work as a result of class periods missed. It shall be the student's responsibility to meet with the teacher and receive the necessary instructions and assignments.

Any exceptions to the items cited above shall be approved by the Board of Education.

Each principal may have written policies which further detail procedures for making up work, reporting absence, etc.

Appeal

High school students who are denied credit under this Regulation are entitled to utilize the due process procedures available for student suspensions. These provisions are contained in Regulation 2662 - Suspension.

(Academic Option)

1. After a student has been absent for three (3) consecutive days, it is the building principal's responsibility to contact the parent/guardian by telephone or letter in order to inquire about the reason for the student's absence.

2. If the principal is unable to contact the parent/guardian within three (3) days or the parent/guardian does not give a reasonable explanation for the absence within three (3) days, the building principal shall send a registered letter to the parent/guardian requesting a conference within a week.

3. If the parent/guardian does not contact the principal within a week of receipt of the registered letter, the building principal will make a referral to the proper legal authorities.

4. The building principal shall also notify the office of the Superintendent in writing of the excessive absence and continue to update the Superintendent on the situation.

Excessive Absences

<u>Elementary Students and Middle School Students</u>

A student shall be allowed twenty (20) unexcused days per school year. Excessive absences, excused or unexcused, have a detrimental effect upon academic progress and may be one factor considered in promotion/retention decisions.

<u>High School Students</u>

Regular attendance and participation in classroom instructional activities are essential to achieving the educational objectives for each class. When students are absent from class, they miss the material covered; they miss the opportunity to interact with the teacher as well as other students; and they miss the opportunity to pursue learning opportunities only available in the classroom interaction.

Students whose absence is unexcused will not receive any credit for instructional activities occurring during their absence. The net effect of an unexcused absence or absences may be a reduction in the student's grade. In addition, students who have unexcused absences may be required to attend after school classes or Saturday classes to complete classroom work covered in their absences.

Students are required to make up work as a result of class periods missed. It is the student's responsibility to meet with the teacher to obtain the necessary assignments and instructions.

Any exceptions to the items cited above shall be approved by the Board of Education. Each principal may have written policies that further detail procedures for making up work and reporting absences.

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Attendance
Part-time Attendance

The School District recognizes the need of some students to attend school on a part-time basis. The Board of Education has established the following regulations regarding part-time attendance with the intent to meet the individual needs of each student and at the same time establish rules and regulations which will preserve the discipline, health, and academic standards of the school.

Eligibility Requirements

1. The student must have parent/guardian approval if under 18 years of age.

2. The student must demonstrate a definite need to attend school on a part-time basis. Examples are: a) financial needs of student or family, b) health problems of self or family, c) vocational training in school or on the job, d) enrollment in a school of higher education, and e) unique curriculum offerings.

Application Procedure

The student must secure an appointment with the guidance counselor or school principal prior to classification as a part-time student. The student must complete a part-time attendance request form at the conference. Before any decision is given concerning the request, a conference must be held with the student's parent/guardian if the student is under 18 years of age.

All applications and conferences must be completed during the time preceding the semester in which the student is to be enrolled on a part-time basis.

After an application has been submitted, the principal shall rule on the request and report to the Superintendent the names of all students who are to be enrolled on a part-time basis. This same report shall be transmitted to the Board of Education.

In the event the principal denies the request, the student may appeal to the Superintendent who must respond in a reasonable time. If the student is not satisfied with the decision of the Superintendent, an appeal may be made to the Board of Education with the appeal to be heard at the next meeting of the Board.

The student must renew the request for part-time attendance status each semester. Parental conference will not be required for renewal; however, the parent/guardian will be notified of the student's continued part-time enrollment status. **Part-time students are governed by the same rules and regulations that apply to regularly enrolled students**.

STUDENTS **Regulation 2330**

Attendance
Student Early Dismissal Procedures

The following procedures apply:

1. The building principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent/guardian.

2. Requests shall be in writing. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent/guardian.

3. Children of single-parent families will be released only upon the request of the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise. Students shall not be permitted to answer any personal phone calls, except those from the parent/guardian or other persons having legal custody of said pupils. Emergency messages will be delivered to the students.

STUDENTS **Regulation 2340**

Attendance
Truancy and Educational Neglect Hotline Procedures

1. Section 210.1 15.R.S.Mo. mandates certain professionals to report to the Division of Family Services when they have reasonable cause to suspect that a child is being subjected to home conditions which contribute to school non-attendance. Along with other professionals mentioned, the law specifically mentions **"teacher, principal or other school official" as well as "nurse" and "social worker."**

2. School employees who suspect that a child is subject to educational neglect shall report this as soon as possible to the principal (designee).

3. The principal (designee) shall review the report and confer with the parent/guardian to resolve the situation. When appropriate, a school counselor, social worker, or nurse may be instructed to offer appropriate social or health services which may be needed to intervene in the family circumstances.

4. If appropriate school intervention does not correct the student's truancy, and reasonable cause for educational neglect has been determined, the principal (designee) shall call the HOTLINE of the Division of Family Services and report the alleged child educational neglect.

5. A report of this call shall be forwarded to the Superintendent or Central Office.

Student Records
Student Educational Records

DEFINITIONS

Directory information means information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. In the Seymour R-II School district, directory information includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended, and photographs.

1. *Educational record* means those records that are directly related to a student and are maintained by the District.

2. *Disclosure* means to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written or electronic means.

3. *Eligible student* means a student who has reached 18 years of age or attends an institution of post-secondary education.

4. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent/guardian in the absence of a parent/guardian.

5. *Personally identifiable information* includes, but is not limited to the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable, or other information that would make the student's identity easily traceable.

6. *Student* means any individual who is or has been in attendance in the District and about whom the District maintains education records.

GENERAL GUIDELINES

1. The District shall give full rights under this regulation to either parent/guardian of a student, unless the District is provided with a court order, state law or other legally binding document that specifically revokes the parent/guardian's rights to access under this regulation.

2. When a student reaches the age of 18, or attends a post-secondary institution of education parent/guardian rights under this policy will transfer from the parent/guardian to the student.

3. The District will annually disseminate a notice of the rights available under this regulation to parent/guardian and eligible students. The annual notification will include a statement that the parent/guardian or eligible student is entitled:

   a. To inspect and review the student's educational records.

   b. To request changes to the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

   c. To consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that federal and state law authorize disclosure without such consent; and

   d. To obtain a copy of this policy and guidelines.

   The annual notification will also inform parents/guardians and eligible students where copies of the policy and guidelines are located.

4. Prior to making directory information public, the District will notify the parent/guardian regarding the categories of information that it has designated as directory. In addition, the District will allow a reasonable period of time after such notice for the parent/guardian or eligible student to inform the District that any or all of the designated directory information should not be released without the parent's/guardian's or eligible student's consent.

PROCEDURES FOR INSPECTION AND REVIEW OF EDUCATIONAL RECORDS

1. The District's regulation permits parent/guardian and eligible students to inspect and review the education records of the student.

2. After a request for access to records, the District will allow access within a reasonable period of time, but in no case more than forty-five (45) days after receipt of the request. All requests for access should be directed to the building level administrator (Principal).

3. After the parent/guardian or eligible student has had an opportunity to inspect and review the student's educational records, the parent/guardian may make a request for explanations and interpretations of the records to the building level administrator. The District's designee shall respond to all reasonable requests for explanation or interpretation.

4. The District will not destroy any educational record if there is an outstanding request to inspect and review that record.

5. If a student's educational records contain information on more than one student, the parent/guardian or adult student may inspect, review or be informed of only the specific information about that student. That is, all information pertaining to another student will be redacted.

6. The District may employ the use of security videos in its hallways, classrooms and/or buses. Security videos maintained by the District's law enforcement unit (if any) or not maintained at all (recycled) are not considered educational records and therefore may not be inspected and reviewed under FERPA. If security videos are maintained by the District, such videos are protected educational records under FERPA and may be viewed by parents or patrons with a court order or written permission from the parent(s) of each student to whom the video is directly related.

7. The District may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent/guardian or eligible student. Each party to whom disclosure may be made under this policy must first sign a statement in which he/she agrees to abide by this provision and agrees to use the information disclosed only for the purposes for which the disclosure was made. This does not apply to disclosures of directory information or to any information that the District is required to disclose under Missouri law.

Copies of Educational Records

The District has no obligation to provide copies of educational records to parents, their representatives or adult students under FERPA unless failure to provide copies prevents a parent or adult student from exercising the right to inspect or review the records, or is otherwise required by law. For example, if a parent does not live within driving distance of the school district, is hospitalized, or incarcerated, he or she may have a right to copies.

Though the District does not generally have an obligation to provide copies under FERPA, it will nonetheless provide up to 50 pages per student, per school year, without charge. All requests for copies over 50 pages per student, per school year will be charged 50 cents per page, which must be paid for in advance.

The District will administratively consider exceptions to this policy on a case by case basis. The factors to be considered in making such an exception include but are not limited to the purpose of the copies, whether the request is overly time consuming or burdensome, and the number of prior requests. If copies are requested to be sent to an agency or individual other than the adult student or parent/legal guardian, all proper releases must be signed.

PROCEDURES TO REQUEST AMENDMENT OF A STUDENT'S EDUCATIONAL RECORDS

1. If a parent/guardian or eligible student believes the educational records for that student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the District to amend the record. All such requests should be directed to the building level administrator (Principal).

2. The District's designee, in consultation with the administration or Board of Education as needed, shall decide whether to amend the record as requested within a reasonable time after the request.

3. If the District's designee decides not to amend the record, he/she shall inform the parent/guardian or eligible student of that decision and of their right to request a hearing on the request.

4. If a hearing is requested, the District will hold the hearing within a reasonable time after it has received the request and will give the parent/guardian or eligible student reasonable advance notice of the date, time and place of the hearing. The hearing may be conducted by any individual, including an employee of the District, who does not have a direct interest in the outcome of the hearing. The District will give the parent/guardian or eligible student a full and fair opportunity to present evidence relevant to the issue(s) raised by the parent/guardian or eligible student's request. The parent/guardian or eligible student may, at their own expense, be assisted or represented at the hearing by any individual of their choice, including an attorney.

5. The District will make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.

    a. If the District decides, as a result of the hearing, that the information is inaccurate, misleading or violates the student's rights, the District shall amend the record and inform the parent/guardian or eligible student of the amendment in writing.

    b. If the District decides, as a result of the hearing, that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the District shall inform the parent/guardian or eligible student of that decision and shall inform the parent/guardian or student of his/her right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the District's decision, or both. If the parent/guardian or eligible student submits such a statement, the District will maintain that statement with the student's educational records as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

PROCEDURES REGARDING DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION WHERE CONSENT IS REQUIRED

1. Before the District discloses personally identifiable information from a student's records (other than directory information), the District will obtain a signed and dated written consent from the parent/guardian or eligible student. The written consent will specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or parties to whom disclosure may be made.

2. If the parent/guardian or eligible student so requests, the District will provide him/her with a copy of the records disclosed.

DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION WHERE CONSENT IS NOT REQUIRED

The District may disclose personally identifiable information from a student's educational records without the written consent of the parent/guardian or eligible student in the following basis circumstances:

1. Disclosure may be made to other school officials, including teachers, within the District whom the District has determined to have legitimate educational interests. In addition, the school official or his/her assistants who are responsible for the custody of the records and those parties authorized to audit the record keeping procedures of the District may inspect the records relating to each student without the consent of the parent/guardian or eligible student.

   The District designates the building level administrator to make the determination as to whether a particular school official has a legitimate educational interest in accessing a student's educational records. Before accessing any student's educational records, the school official seeking access must submit a written request to the building level administrator. The request must include the student's name, the reason for the request, the school official's name and the date of the request. The District's designee must provide in writing whether the request was granted or denied and the reason for the decision. If the request is granted, the request and the designee's decision must be maintained with the student's educational records.

2. Disclosure may be made to officials of another school district or post secondary educational institution where the student seeks or intends to enroll.

3. Disclosure may be made to authorized federal and state agencies and authorities.

4. Disclosure of acts of school violence, as set forth in Policy and Regulation 2673, may be made to District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties.

5. Disclosure related to past or potentially future violent behavior may be made to appropriate staff members of portions of any student's individualized education program team.

6. Disclosure may be made to law enforcement officials, as soon as is reasonably practicable, of the commission of the criminal acts listed in Regulation 2673.

7. In appropriate circumstances, District administrators may disclose student educational records to law enforcement and/or juvenile authorities where necessary to serve students prior to adjudication. Officials to whom such educational records are disclosed are required to comply with federal law governing students' educational records.

8. Disclosure may be made to the appropriate division of the Juvenile Court of the suspension of more than ten (10) days of any student under court jurisdiction.

9. Disclosure of discipline records may be made within five (5) days to any requesting school district where the student seeks to enroll.

10. Disclosure may be made if such disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount of aid, condition for the aid, or to enforce the terms and conditions of the aid.

11. Disclosure may be made to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, if the study is conducted in a way that does not permit personal identification of parent/guardian and students, and the information is destroyed when no longer needed for the purposes for which the study was conducted.

12. Disclosure may be made to accrediting organizations to carry out their accrediting functions.

13. Disclosure may be made to comply with a judicial order or lawfully issued subpoena and only after the District makes a reasonable effort to notify the parent/guardian or eligible student of the order or subpoena in advance of the compliance.

14. Disclosure may be made to appropriate parties where the disclosure is in connection with a health or safety emergency and the information is necessary to protect the health or safety of the student or other individuals.

15. Disclosure may be made where the disclosure is of information the District has designated to be directory information.

16. Disclosure may be made to the parent/guardian of a noneligible student or to an eligible student.

17. Disclosure may be made without the written consent of the parent/guardian or eligible student as otherwise may be specified by federal or state law.

RECORD KEEPING PROCEDURES

1. The District will maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of each student. The building level school counselor through the direction of the building level principal will be responsible for keeping such records of requests and disclosures.

2. The District will maintain the record of each request and disclosure with the educational records of the student as long as the records are maintained by the District.

3. For each request or disclosure, the District's record will include the parties who have requested or received personally identifiable information from educational records and the legitimate interests the parties had in requesting or obtaining the information.

4. If the District discloses personally identifiable information from an educational record under the exceptions enumerated in the section above, the District will record the names of those persons to whom that party may disclose the information on behalf of the District and the legitimate interests which each of the additional parties has in requesting or obtaining the information.

5. If the District discloses information pursuant to a health or safety emergency, the District, within a reasonable time period, will record in the student’s educational records the significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed.

Student Educational Records
FERPA Notice of Designation of Directory Information

NOTICE OF DESIGNATION OF DIRECTORY INFORMATION

Dear Parents and Guardians:

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

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

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

If you do not want Seymour R-II School District to disclose directory information from your child's educational records without your prior written consent, you must notify the District in writing within two weeks from the date the student is officially enrolled for the school year. Seymour R-II School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Photograph
- Date and place of birth
- Dates of attendance
- Grade Level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received

Seymour R-II School District

Student Educational Records

Health Information Records

Student health information includes information required by state law including but not limited to:

1. Mandated immunizations;
2. Health and physical assessment data;
3. Health screenings for vision, hearing, scoliosis or cholesterol;
4. Injury reports;
5. Incident reports of alcohol or drug use in school;
6. Health assessments and other evaluation reports related to eligibility for services under the IDEA and Section 504; and
7. Referrals for suspected child abuse.

Student health information may also include:

1. Records of student-initiated visits to the school health office, including assessments, interventions, and referrals;
2. Records of meetings between education and health professionals for planning or identifying assessment measures, recommended interventions, and student outcomes;
3. Records for in-school medication, including original signed orders from a physician, written consent from parent and/or guardian to administer a drug, medication logs for both routine and as-needed medications;
4. Physicians' orders, correspondence, evaluation reports, copies of treatment records, institutional or agency records, discharge summaries from outside health care providers or hospitals that have been released by parents to assist in planning individualized school health care or programs;
5. Evaluation reports or specialized assessments such as neurological tests;
6. Individualized emergency care plans for students with special health care needs, including routine and emergency interventions and methods for evaluating student outcomes;
7. An Individualized Healthcare Plan or a student's Individualized Education Program (IEP) for students whose health conditions adversely affect their education;
8. Psychologists' or guidance counselors' records of psychological test results, student interviews and counseling, consultations with school staff or parents, and referrals and consultation with outside counselors, therapists, psychologists or psychiatrists, all of which might be considered "mental health" records;
9. School social workers' case histories, counseling notes and interviews, or their records of consultations with school staff, parents, outside counselors, therapists, psychologists or psychiatrists; and
10. Case notes, evaluations, and interventions by other pupil services personnel.

All information contained in a student's health information records, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student health information and to parents/guardians or eligible students.

Interviews with students, parents or staff members concerning student health information should take place in private offices. When student health information is discussed over the telephone, calls should be made from private offices, not in the presence of other students or staff members. Discussion of confidential information related to a specific student should end whenever a third party enters the room. Records containing student health information should never be left on top of a desk, nor should confidential health information be left as a message with a secretary, on voice mail or answering machines. When records are being typed, entered into a computer, copied or faxed, they should be protected from casual observers.

The District will comply with all state and federal law pertaining to the confidentiality of student health information.

Student Academic Achievement
Promotion and Retention

GENERAL PROMOTION AND RETENTION REQUIREMENTS

1. Students will be promoted to the next grade level if they are meeting grade level expectations as identified by local and State Department of Education core subject objectives.

2. "Double promotions," that is, acceleration beyond the normal grade placement, may be approved for students who are working at an academic level of more than a year above placement and are sufficiently mature, socially and emotionally, to work with students of the advanced grade. Parents/guardians, teachers and administrators must agree that it is in the best interest of the student under consideration.

3. A list of those students who are not meeting grade level objectives in reading, language arts or mathematics will be given to the building principal by the October, January and March reporting periods. With respect to any student who is reported as not meeting grade level objectives in reading, language arts or mathematics:

    a. The teacher, principal and counselor will meet to review the student's academic record, current test scores and work samples.

    b. The parent/guardian will be notified as soon after the review as possible that retention is being considered. A meeting with the parent/guardian will be scheduled. The parent/guardian will be informed that the student is not meeting grade level objectives and will be retained in the same grade unless there is strong and positive improvement in the student's work.

    c. A follow-up conference for the parent/guardian will be scheduled with the principal or the principal's designee to review the student's progress.

    d. An academic program including remediation will be offered the student.

4. In recommending promotion or retention, these factors will be considered:

    a. Academic achievement in all subject areas, especially attainment of grade level objectives, as determined by tests, teacher assignments, and work samples.

    b. Chronological age.

c. Study Habits.

d. Attendance.

e. Social and emotional maturity.

f. State-mandated retention requirements for primary/middle school students.

5. The decision for retention will be made by the principal and the classroom teacher in accordance with the above-referenced factors, and written notification of retention will be sent to the parent/guardian.

READING LEVELS AND STATE-MANDATED RETENTION

Third Grade Students

Third grade students who cannot demonstrate a reading level at or above the third grade level will be administered a reading assessment within forty-five (45) days of the end of their third grade year.

If this assessment reflects that the student is reading below the second grade level, the District will design and implement a reading improvement plan for the student's fourth grade year. The reading improvement plan must include a minimum of thirty (30) hours of additional reading instruction or practice outside the regular school day during the fourth grade year. In addition, the District may require the student to attend summer school for reading instruction as a condition of promotion to the fourth grade.

Fourth Grade Students with Reading Improvement Plans

Within forty-five (45) days of the conclusion of the fourth grade year, the District shall administer another reading assessment to those fourth grade students for whom reading improvement plans had been designed.

If this assessment reveals that the student is reading below a third grade level, the student shall be required to attend summer school to receive supplemental reading instruction. At the conclusion of summer school, the student shall be given another reading assessment. If the student is still reading below third grade level, the student shall not be promoted to the fifth grade.

Students shall not be retained more than once on the basis of their inability to satisfy the third grade or fourth grade reading standards. However, the District may, at its discretion, retain any student with a reading improvement plan who has not completed summer school for supplemental reading instruction.

Fifth and Sixth Grade Students

The reading assessment process shall be repeated on a yearly basis through the end of students' sixth grade years, accompanied by a corresponding increase in the required reading level.

The reading assessment process will also be applied to students who initially enter the District in grades four, five or six and who have been determined to be reading below grade level.

The permanent record of students who are determined to be reading below the fifth grade level at the end of the sixth grade shall carry a notation stating that the student has been unable to meet the minimal reading standards. That notation will be removed from the student's record once the District determines that he or she has met the standards.

Exceptions

The following students are exempt from the reading assessments:

1. Students receiving special education services under an Individualized Education Program (IEP) pursuant to §162.670, RSMo.

2. Students who are receiving special education services pursuant to Section 504 whose service plan includes an element addressing reading.

3. Students who have limited English proficiency.

4. Students who have insufficient cognitive ability to meet the reading requirements. However, a reading improvement plan shall be provided for these students in accordance with law.

Appeal of Retention Decisions

Parents/guardians who wish to appeal a decision regarding a student's retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

Student Academic Achievement

Graduation Requirements

To be eligible to participate in the School Flex Program, an eligible student must:

1. Attend school a minimum of two instructional hours per school day within the District.

2. Pursue a timely graduation.

3. Provide evidence of college or technical career educational enrollment and attendance, or proof of employment and labor that is aligned with the student's career academic plan developed by the District.

4. Refrain from being expelled or suspended while participating in the School Flex Program.

5. Pursue course and credit requirements for a diploma.

6. Maintain a ninety-five (95%) attendance rate.

Student Academic Achievement
Minimum Requirements for High School Graduation

To graduate from Seymour High School, a student must complete (26) twenty-six units of credit during grades nine (9) through twelve (12). The program shall be cooperatively planned by the student, his or her parents/guardian and the school to meet the individual needs of the student. Additionally, students must take end-of-course exams directed by the State Education Department.

Specific Requirements relative to High School Students

The program for each high school student is a plan towards successful competition of courses of study which would enable the student to advance towards graduation at Seymour High School. The following are specific requirements in planning the program.

1. Each student must fulfill the following requirements:
    a. Four (4) credits of English. English I, II, III (American or English Literature), are required. All students must take English II EOC test before graduating.
    b. Three (3) credits of Social Studies. (One (1) credit of American History, one-half (1/2) credit of Government, one-half (1/2) credit of World Cultures, and one (1) credit of World History are required.)
    c. Three (3) credits of Science. (Three (3) credits of Vo-Ag may be substituted for one (1) credit of science.) All students must take biology EOC test before graduating.
    d. Three (3) credits of Mathematics at the high school level. All students must take Algebra I EOC test before graduating.
    e. One (1) credit each of Physical Education, Practical Arts, and Fine Arts
    f. One-half (1/2) credit of Health.
    g. One-half (1/2) credit of Personal Finance.
    h. Other selections may be made from other elective credits from any course offered in the high school curriculum.

2. Each student in the ninth (9^{th}) grade must enroll in and successfully complete these specific courses: English I, American History, Physical Science, Consumer Math or Pre-Algebra or Algebra I or Technical Algebra.

3. Each student in the tenth grade must enroll in English II, Biology, World Cultures/Civics and an appropriate math course.

4. Each student in the eleventh grade must enroll in English III, World History.

5. Each student may earn no more than one credit per year in Physical Education.

6. Students shall be required to be enrolled and in regular attendance on a full-time basis or its equivalent (post-secondary dual enrollment) for eight (8) semesters in grades 9-12 or meet the eligibility requirements established for part-time attendance.

7. Regarding the ninth and tenth grade requirements, there may be some substituting of courses due to extenuating circumstances, subject to approval by the principal and counselor.

In order for a graduating senior to qualify for honor cords at Seymour High School, that student must have been in attendance at Seymour High School for one full school year. The valedictorians and salutatorians shall have been classified as Seymour High School students for the last four semesters. Local scholarships are based upon students being classified as Seymour High School Students for the last four semesters.

9. Credit for correspondence work will be accepted toward graduation under these provisions:

    a. Correspondence work completed in the extension division of accredited state-supported Colleges and Universities.
    b. Correspondence work from private schools that are accredited by the North Central Association or its equivalent. Summer school credit from other accredited public high schools.
    c. No more than three units of credit by correspondence work or summer school credit from another school may apply towards the requirements for graduation.

10. In order for credit from an unaccredited private school or home school to apply towards meeting the Graduation Requirements for the Seymour R-II School District, transfers from unaccredited schools must meet the guidelines of School Board Policy 2510 that includes testing, evaluation, and placement and RSMO 167.031 that relates to “home school” requirements.

11. Students may use credit attained through the credit recovery program offered by Seymour High School and/or Seymour Summer School Recovery Program to apply towards graduation only when used to attain credits that would otherwise be lost or that would have been labeled incomplete with no credit. Other summer school credit will only count above the 24 credits necessary for graduation or count as a replacement for one of the units of credit under correspondence work.

Discipline
Misconduct and Disciplinary Consequences

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation or the student handbook which includes the code of student conduct and disciplinary consequences, as well as the District's corporal punishment policy, if any, will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

Zero Tolerance Statement

The Seymour R-II Board of Education takes a position of **"Zero Tolerance"** to Verbal Assault including threats of violence, harassment, or intimidation to other students or staff. **NO STUDENT WILL INTERFERE WITH THE LEARNING, WELFARE, OR PROPERTY OF ANOTHER.** The age and maturity of the students involved may be considered in evaluating whether conduct is reckless, grossly negligent, knowing or intentional. However, such actions towards another person while on school property when substantiated will result in severe consequences.

1. **Alcohol** – Possession of or presence under the influence of alcohol regardless of whether the student is on school premises.

First Offense: 11-180 days out-of-school suspension, notification to law enforcement officials, and documentation in student's discipline record

Subsequent Offenses: 180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record

2. **Arson –** Intentionally causing or attempting to cause a fire or explosion.

First Offense: 1-180 days out-of-school suspension, restitution for damages, notification to law enforcement officials, documentation in student's discipline record

Subsequent Offenses: Expulsion, restitution for damages, notification to law enforcement officials, and documentation in student's discipline record

3. **Assault –** (Refer to Policy and Regulation 2673 – Reporting of Violent Behavior

Assault of a Student or Staff Member – Use of physical force with the intent to do bodily harm.

First Offense: 1-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record

Subsequent Offenses: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record

Bullying – Intentional intimidation or infliction of physical, emotional, or mental harm (see Policy 2655).

First Offense: 10-30 days out-of-school suspension

Subsequent Offenses: 180 days of out-of-school suspension

Fighting – Physically striking another in a mutual contact as differentiated from an assault.

First Offense: In school suspension, up to 3 after school detentions, or 1-10 days of out-of-school suspension

Subsequent Offenses: 11-180 days of out-of-school suspension

4. **Defiance of Authority** – Refusal to obey directions or defiance of staff authority

First Offense: In school suspension, after school detention, up to 5 days out-of-school suspension

Subsequent Offenses: After school detentions or 3-10 days out-of-school suspension

5. **Disruptive Behavior** – Conduct which has the intentional effect of disturbing education or the safe transportation of a student

First Offense: In school suspension, up to 3 after school detentions, or 1-10 days of out-of-school suspension (disruptive behavior on school buses will result in losing riding privileges as assigned by the principal)

Subsequent Offenses: In school suspension, up to 3 after school detentions, alternative school, or 1-180 days out-of-school suspension (disruptive behavior on school buses may result in loosing riding privileges as assigned by the principal)

6. **Drugs/Controlled Substance**

Possession or presence under the influence of a controlled substance or substance represented to be a controlled substance while at school, on the school playground, on the school parking lot, a school bus or at a school activity whether on or off of school property.

First Offense: 1-90 days out-of-school suspension, possible notification to law enforcement officials, and documentation in student's discipline record

Subsequent Offenses: 11-180 days out-of-school suspension or expulsion, possible notification to law enforcement officials, and documentation in student's discipline record

Sale of a controlled substance or substance represented to be a controlled substance while at school or at any of the locations described above.

First Offense: 11-90 days out-of-school suspension, possible notification to law enforcement officials, and documentation in student's discipline record

Subsequent Offenses: 90-180 days out-of-school suspension or expulsion, possible notification to law enforcement officials, and documentation in student's discipline record

Prescription Medication

Possession of a prescription medication without a valid prescription for such medication on school premises or on a school bus.

First Offense: 1-90 days out-of-school suspension, possible notification to law enforcement officials, and documentation in student’s discipline record

Subsequent Offenses: 11-180 days out-of-school suspension or expulsion, possible notification to law enforcement officials, and documentation in student’s discipline record.

Distribution of prescription medication to any individual who does not have a valid prescription for such medication on school premises or on a school bus.

First Offense: 11-90 days out-of-school suspension, possible notification to law enforcement officials, and documentation in student’s discipline record

Subsequent Offenses: 90-180 days out-of-school suspension or expulsion, possible notification to law enforcement officials, and documentation in student's discipline record

7. **Extortion** - Verbal threats or physical conduct designed to obtain money or other valuables

First Offense: In school suspension or 3-10 days out-of-school suspension

Subsequent Offense: 11-180 days out-of-school suspension, expulsion, notification to law enforcement officials, and documentation in student's discipline record.

8. **Firearms and Weapons –** (Refer to Policy and Regulation 2620 – Firearms and Weapons in School)

Possession of a firearm or weapon

First Offense: One calendar year suspension, notification to law enforcement officials, and documentation in student's discipline record

Subsequent Offense: Expulsion from district, notification to law enforcement officials, documentation in student's discipline record

9. Harassment

First Offense: In school suspension or 1-180 days out-of-school suspension, possible documentation in student's discipline record

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, documentation in student discipline record

10. **Possession of or presence under the influence of alcohol** regardless of whether the student is on school premises

First Offense: 10 days out-of-school suspension, 90 days suspended from school activities, documentation in student discipline record

Subsequent Offense: 11-180 days out-of-school suspension, documentation in student's discipline record

10. **Improper Displays of Affection** - Consensual kissing, fondling, or embracing

First Offense: Principal / Student conference or in school suspension

Subsequent Offense: After school detention or 3-10 days out-of-school suspension

11. **Improper Language**

Threatening Language – Use of verbal, physical or written threats to do bodily harm to person or personal property.

First Offense: In school suspension or 3-10 days out-of-school suspension

Subsequent Offense: 11-180 days out-of-school suspension, expulsion, notification to law enforcement officials, and documentation in student's discipline record

Use of Obscene or Vulgar Language – Language which depicts sexual acts, human waste, and blasphemous language

First Offense: Principal / Student Conference, up to 3 days in-school suspension, detention, or up to 10 days out-of-school suspension.

Subsequent Offense: 3-10 days out-of-school suspension

Disruptive or Demeaning Language or Conduct – Use of hate language to demean other persons due to the race, gender, disability, natural origin, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech which materially and substantially disrupts class, school activities, transportation, or school functions.

First Offense: Principal / Student conference or in school suspension, or 1-10 days out-of-school suspension

Subsequent Offense: In school suspension or 1-180 days out-of-school suspension, or expulsion, and possible documentation in student's discipline record

12. Inappropriate Sexual Conduct (Refer to Policy and Regulation 2130 – Harassment)

Physical touching of another student in the area of the breasts, buttocks, or genitals

First Offense: In school suspension or 1-180 days out-of-school suspension, possible documentation in student's discipline record

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, documentation in student discipline record

Use of sexually intimidating language, objects, or pictures

First Offense: Principal / Student conference, in school suspension, 1-180 days out-of-school suspension, possible documentation in student's discipline record

Subsequent Offense: In school suspension or 1-180 days out-of-school suspension or expulsion, documentation in student's discipline record

Indecent Exposure - Includes display of breasts, buttocks and genitals in a public location.

First Offense: In school suspension, after school detention, parent conference, or 1-10 days out-of-school suspension

Subsequent Offense: 11-180 days out-of-school suspension

13. **Theft** – Nonconsensual taking or attempt to take the property of another

First Offense: In school suspension, detention, or 1-180 days out-of-school suspension, or expulsion, notification to law enforcement officials where needed, and possible documentation in student's discipline record

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials where needed, and documentation in student's discipline record

14. **Tobacco** – Possession or use of tobacco or tobacco products

First Offense: Principal / student conference or In school suspension

Subsequent Offense: In school suspension, after school detention, or 1-10 days out-of-school suspension

15. **Truancy** – Absence or tardy from class or classes without authorization. (See Policy and Regulation 2340 – Truancy and Educational Neglect.)

First Offense: Principal / Student conference, 1-3 days in-school suspension, or up to 2 after school detentions

Subsequent Offense: Parent / Student / Principal conference, 3-10 days in-school suspension or up to 4 after school detentions

16. **Vandalism** – Intentional damage or attempt to damage property belonging to the staff, students, or the District

First Offense: In school suspension, after school detention, 1-180 days out-of-school suspension, expulsion, possible notification to law enforcement officials, and possible documentation in student's discipline record

Subsequent Offense: 11-180 days out-of-school suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record

Discipline
Students Responsibilities

Student Dress Guidelines

Extremes in wearing apparel or personal appearance which interfere with the learning environment, health, safety, or general welfare will not be considered as acceptable school dress as determined by the School Administration. Student handbooks will outline permissive and not permissive dress guidelines. Every circumstance or situation relative to clothing can not be listed but age appropriate considerations will be made. Health and safety for all students is a major concern in identifying proper apparel for the school environment. Use the following information in formulating guidelines for student dress:

1. Students may not wear bare midriffs, inappropriate or revealing tops, or see-though garments.

2. Students may not go barefoot at school.

3. Students may not wear shirts, jackets, or other apparel with profanity lettering, alcoholic beverage logos, drug references, sexual innuendoes, or satanic inferences. Students may not wear anything that would be considered insensitive to any nationality, ethnic group or gender.

4. Students may wear shorts of appropriate length for school wear. NO ragged cutoffs or garments with holes in them should be permitted for school dress.

5. Students may not wear caps, gloves, sunglasses, or long, knee length coats during school hours except in class or class activities where such apparel would be considered appropriate. (Trench coats are prohibited)

6. Extreme display/use of nose rings, cheek rings, lip rings, pierced finger rings, tongue rings, (any other facial rings), that would be considered unsafe and distracting to the learning environment are not allowed to be worn at school.

7. NO gang related colors, tags, symbols, or apparel will be permitted, (NO sagging pants).

8. Any apparel that could cause injury to others will not be permitted. Examples: wallet chains, extreme rings/necklaces or anklets/ or spiked bracelets, etc.

9. Face painting and unnatural hair coloring are considered distracting and not allowed at school. No special events costumes where identity can not be determined. Exceptions may be made for school sponsored special activities such as School Spirit Week and with permission from the building administrator.

10. Students are to be neat and clean upon entering school. Inattention to cleanliness will not be tolerated and students may be sent home to rectify the situation.

Classroom Atmosphere

Classroom atmosphere is extremely important as it relates to learning. Clean, well kept classrooms are a definite must in promoting good student behavior and respect for the school. Students are asked to abide by these guidelines to assist in keeping the school and classrooms neat and orderly for use.

1. Students should not eat candy, drink sodas, or other foods in the classrooms. Exceptions are organized classroom approved activities.
2. Students may not wear caps or hats in the classrooms.
3. Students may not lounge on desks, tables, or other school furniture. Students should not lie prone on classroom or corridor floors.
4. Students should leave desks, chairs, equipment and rooms as they found them or as instructed.
5. No writing or marking on school property such as desk, tables, walls.

Students may not bring portable radios, headphones, cassette players, compact disc players, tape players, beepers, walkmans, telephones, laser pens, or lights, or other electrical devices to school. These electronic devices can be a major interference to instruction and academic activities. These items will be confiscated and only returned to the students' parents or guardian.

Discipline

Firearms and Weapons in School

Definition of Firearm

The term "firearm" includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or

2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or

3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or

4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term “weapon” shall mean a “firearm” as defined above, and the items, listed below, which are defined as “weapons” in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms to School

The District will take the following action upon determining that a student has brought a firearm to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon the recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Disabled Students

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

Discipline
Student Participation in Secret Organizations and Gangs

The principal will establish procedures and regulations to ensure that any student wearing, carrying or displaying gang paraphernalia; exhibiting behavior or gestures which symbolize gang membership; or causing and/or participating in activities which intimidate or affect the attendance of another student, shall be subject to disciplinary action.

Consequences for such actions and/or behaviors may result in suspension or expulsion.

To further discourage the influence of gangs, District administrators shall:

1. Provide inservice for staff in gang recognition and special workshops for counselors.
2. Ensure that all students have access to counselors.
3. Work closely with the local law enforcement authorities and county juvenile officers who work with students and parents/guardians involved in gang activity.
4. Provide classroom or after-school programs designed to enhance individual self-esteem and foster interest in a variety of wholesome activities.

Discipline
Detention

Certificated staff members may detain students after normal school hours for a reasonable time provided the following conditions are observed:

1. Students must have an opportunity to make arrangements for transportation home. Therefore, the detention may take place on any day after the day of notification to detain.

2. The detention may be for disciplinary or academic reasons.

3. The names of all students detained must be reported to the building principal.

5. All students detained must be supervised by a certificated staff member.

(Form 2662)

Discipline

Suspension

Students are expected to conduct themselves in accordance with Board Policy 2600. Failure to do so may result in a student's suspension or expulsion from school.

A building principal may suspend a student for a period not to exceed ten (10) consecutive school days. Any suspension shall be reported immediately, in writing, to the student and the student's parent/guardian or others having custodial care of the student. A copy will be forwarded to the Superintendent. The Superintendent may revoke or reduce the suspension if the Superintendent concludes that circumstances warrant such action.

When a student is suspended, the principal/designee shall attempt to reach the student's parent/guardian to inform them of the school's action and to request that they pick up their child. If the parent/guardian is unable to pick up their child, the principal/designee may ask the parent/guardian for permission to send the student home. If the parent/guardian cannot be reached or if the above request is refused, the student must remain on school property until the close of the school day.

If the principal decides that a suspension in excess of ten (10) consecutive school days is warranted, the principal may petition the Superintendent for such suspension.

The Superintendent of Schools may suspend a student for a period not to exceed 180 consecutive school days.

No student shall be suspended by a principal or by the Superintendent unless:

1. The student shall be informed, orally or in writing, of the charge against him/her, and

2. If the student denies the charge, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension, and

3. The student shall be given an opportunity to present his/her version of the incident to the principal or Superintendent.

A student who is on suspension may not be within 1,000 feet of any school property unless the student resides within 1,000 feet proximity. Regardless of where the student resides, a suspended student may not be present on school premises or at a school activity regardless of whether the activity is on school premises, unless the Superintendent/designee has authorized the suspended student to be on school premises or to be present at a school activity. This restriction does not

apply if the suspended student is enrolled and attending an alternative school which is located within 1,000 feet of a District school.

If a suspension is ordered by the Superintendent for more than ten (10) consecutive school days, the Superintendent's order may be appealed to the Board of Education if written notice of appeal is delivered to the office of the Board of Education within five (5) days of receipt of the Superintendent's suspension letter. If such suspension is appealed, the Superintendent shall promptly provide the Board with a report of the facts involved in the suspension, the action taken by the Superintendent, and the reasons for the Superintendent's decision.

In such event, the suspension shall be stayed until the Board renders its decision, unless in the judgment of the Superintendent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

Any appeal to the Board of Education of the Superintendent's decision to suspend a student for more than ten (10) consecutive school days may be heard and determined by the full Board or by a quorum thereof, or by a committee of three Board members appointed by the President of the Board. Such committee shall have full authority to act in lieu of the Board.

Students will be readmitted or enrolled after expiration of their suspension from the District or from any other district only after a conference has been held to consider prior misconduct and remedial steps necessary to minimize future acts of similar misconduct. (See Policy and Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.) Participants in such pre-admission conferences will include:

1. Any teacher directly involved in the suspension offense.

2. The student.

3. The parent/guardian.

4. The representative of any agency having legal jurisdiction, care, custody, or control of the student.

5. District staff members designated by the Superintendent/designee.

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Note: For suspensions involving disabled students under Section 504 or the IDEA, see also Policy and Regulation 2672.

Discipline
Expulsion

Unless a parent, custodian, or the student, if at least eighteen years of age, waives in writing any right to a hearing before the board of education as provided under RSMo 167.161(1), no student may be permanently expelled from school without a prior hearing before the full Board, or, at least, a quorum of the Board. Such a hearing shall generally be considered a contested case pursuant to Chapter 536 of the Missouri Administrative Procedures Act and therefore not subject to *de novo* review. A decision to expel a student requires the vote of a majority of those Board members present.

Due process for expulsion of students shall include the following:

1. Board action shall begin with a written notification of the charges against the student, which shall be delivered by certified mail to the student, his/her parent/guardian, or others having his/her custodial care. Such notification will include charges, contemplated action, and time and place of a hearing on such charges and that the student, parent/guardian, or others having custodial care shall have the right to attend the hearing and to be represented by counsel.

2. The hearing will be closed. At said hearing, the Board of Education or counsel shall present the charges, testimony, and evidence deemed necessary to support the charges. The Board will expect the principal in each case to be present and make oral and written reports and statements concerning the student's misconduct. The student, parent/guardian or others having custodial care, or counsel, shall have the right to cross-examine witnesses presented in behalf of the charges and to present testimony in defense thereagainst.

3. At the conclusion of the hearing or in an adjourned meeting, the Board of Education shall render its decision to dismiss the charges, suspend the student for a specified time, or expel the student from the schools of the District. Prompt written notice of the decision shall be given to the student, parent/guardian or others having custodial care, and counsel, if applicable.

Discipline

Enrollment or Return Following Suspension and/or Expulsion

Conference Required

The conference shall include the appropriate school officials, including (1) any teacher employed in the District or directly involved with the conduct that resulted in the suspension or expulsion, (2) the student, (3) the parent/guardian of the pupil, and (4) any agency having legal jurisdiction, care, custody or control of the student.

The District shall notify in writing the parent/guardian and all other parties of the time, place, and agenda of any such conference. However, failure of any party to attend this conference shall not preclude holding the conference.

Not withstanding any provision of this policy to the contrary, no student shall be readmitted or enrolled in a regular program of instruction if:

1. The student has been convicted of one of the offenses listed below.
2. The student been charged with one of the offenses and there has been no final judgment.
3. A juvenile petition has been filed alleging that the student committed an act, which if committed by an adult, would be one of the offenses listed below, and there has been no final judgment; or
4. The student has been adjudicated to have committed an act, which if committed by an adult, would be one of the offenses listed below.

Offenses to Which this Policy Applies

1. First degree murder under Mo. Rev. Stat. § 565.020
2. Second degree murder under Mo. Rev. Stat. § 565.021
3. First degree assault under Mo. Rev. Stat. § 565.050
4. Forcible rape under Mo. Rev. Stat. § 566.030
5. Forcible sodomy under Mo. Rev. Stat. § 566.060
6. Robbery in the first degree under Mo. Rev. Stat. § 569.020
7. Distribution of drugs to a minor under Mo. Rev. Stat. § 195.212
8. Arson in the first degree under Mo. Rev. Stat. § 569.040

9. Kidnapping, when classified as a Class A felony under Mo. Rev. Stat. § 565.110

10. Statutory rape under Mo. Rev. Stat. 566.032

11. Statutory sodomy under Mo. Rev. Stat. 566.062

Nothing in this regulation shall be construed to prevent the District from imposing discipline under the Student Code of Conduct for conduct underlying the above-listed offenses, even if the adult charge or juvenile petition has been dismissed, or the student has been acquitted or adjudicated not to have committed such acts in a criminal or juvenile court — if by a preponderance of the evidence, it can be established that the student engaged in the underlying conduct. The District may enroll a student, otherwise excluded under this policy, in an alternative education program if the District determines that such enrollment is appropriate.

Students denied enrollment because of conviction of one of the acts set out in this policy or due to an existing suspension or expulsion from another School District will be advised of the reasons for denial of enrollment and will be given an opportunity to respond to those reasons.

Suspension or Expulsion from Other Schools

Prior to enrollment, a student who is under suspension or expulsion from any other in-state or out-of-state public or private school and who is seeking admission will be evaluated by the Superintendent or Superintendent's designee. However, upon request, the Superintendent/ designee will confer with the pupil, parent/guardian or person acting as parent of a special education student to consider imposition of the other school's suspension or expulsion. If the Superintendent/designee determines that such conduct would have resulted in a suspension or expulsion had the conduct been committed in District schools, the suspension or expulsion will be implemented.

Discipline
Student Discipline Hearings

Rules of Procedure in Hearings Before the Board of Education on Suspension and Expulsion Matters

1. Students or students' parents/guardians may request a hearing before the Board to contest any suspension in excess of ten (10) school days. The request will be addressed to the Superintendent who will review all matters concerning the suspension and make a recommendation whether to refer the request for a Board hearing. It will be the sole discretion of the Superintendent whether to deny the request or refer the request to the Board of Education for a hearing.

2. No student may be expelled until this matter is reviewed in a hearing before the Board of Education.

3. The parent/guardian may represent their student or may retain an attorney to act as a representative in the defense of the student. The representative will have the right to present witnesses, question any and all witnesses as herein provided, and make a statement and offer exhibits on the nature of the evidence and disposition of the case. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Superintendent of such representation at least twenty-four hours prior to the scheduled time of the hearing.

4. Prior to the hearing, the parties, or their attorneys, may examine at the Board Office the discipline report and all related records.

5. Upon the request of any party, the Superintendent shall submit for review at the hearing the student's behavioral and academic record. If necessary, the information contained in such record may be explained and interpreted by a person trained in its use and interpretation. All parties shall be instructed to respect the confidentiality of all such records and information.

6. At the hearing, the Board may consider a student's record of past disciplinary actions, criminal court records, juvenile court records, and any actions of the student which would be criminal offenses.

7. The parties may present evidence concerning the charges and make such showing by way of affidavits, exhibits, and witnesses as they may desire. Before testifying, witnesses shall be sworn.

8. The President of the Board of Education, or the Chairman of the designated committee of the Board, shall have full charge of the hearing and shall have the authority to direct its proceedings and to control the conduct of all persons present in accordance herewith. Such authority shall include the limitation of questioning that is unproductive, lengthy, or irrelevant. The Board may invoke reasonable limitations on the number of witnesses.

9. The hearing shall not be open to the public unless requested by the student's parent/guardian or those having his/her custodial care, provided, however, that, if the hearing is open to the public, the Board may set reasonable limitations on the number of people present based upon available space and need for orderly proceedings.

   The Board shall also have the right to exclude the public or any person or persons if it shall determine that the hearings are being disrupted by any person or group of persons.

   Unless public, as hereinabove provided, hearings may be attended only by members of the Board of Education, the Superintendent of Schools, the School Board attorney, the principal, the student, the parent/guardian and their representatives. Witnesses may be present only when giving information at the hearing. With parent/guardian permission, the student may be excluded at times when the student's psychological or emotional problems are being discussed.

10. A record shall be made of any information presented at the hearing. Statements and other written matter presented shall be kept on file by the District.

11. As soon as practicable after the hearing, the Board shall make its decision and transmit the same in writing to the parties and the Superintendent.

The Board or its committee shall decide by majority vote whether the student has engaged in the misconduct charged by District Administrators. The decision must be based solely on the evidence presented at the hearing and must include findings of fact on which the decision rest.

Discipline
Discipline of Students with Disabilities

Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year

A student with a disability who violates the District's discipline policy who has not been removed from the current educational placement for more than ten (10) cumulative days for the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

A student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term exclusions totaling more than ten (10) cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change of placement, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of exclusion that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a change of placement, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was not a manifestation of the student's disability, disciplinary rules will be applied to the student in the same manner they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

Long-Term Changes in Placement (Drugs, Weapons, and Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability:

1. Possesses a weapon at school or at a school function; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function; or
3. A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended an its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of exclusion as currently defined by the IDEA, the District will, within 10 school days of the date of the decision to change the student's placement through a disciplinary removal, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of exclusion is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. § 812 (c).

(Form 2673)

Discipline

Reporting of Violent Behavior

All school employees are required to notify their immediate supervisor if they have reason to believe that a student or District employee has committed any of the offenses set out below, has physically or sexually abused any District student, or has possessed a controlled substance or weapon in violation of District policy. The principal will immediately report to the appropriate law enforcement agency and to the Superintendent/designee any instance where a student is found to be in possession, on their person or in their possession, of any weapon defined in Regulation 2620 or of controlled substances or is found to have placed such substances elsewhere on school premises. For purposes of this regulation, "school premises" shall be defined to include school property, school playgrounds, school parking lots, school buses, or at school activities whether on or off school property.

Reportable Offenses

1. First degree murder under section 565.020

2. Second degree murder under section 565.021

3. Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110

4. First degree assault under section 565.050

5. Rape in the first degree under section 566.030

6. Sodomy in the first degree under section 566.060

7. Burglary in the first degree under section 569.160

8. Burglary in the second degree under section 569.170

9. Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023

10. Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055

11. Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020

12. Arson in the first degree under section 569.040

13. Voluntary manslaughter under section 565.023

14. Involuntary manslaughter under section 565.024 as existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027

15. Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second-degree assault under section 565.052

16. Assault (except as provided in the Agreement contained in Form 2673)

17. Rape in the second degree under section 566.031

18. Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120

19. Property damage in the first degree under section 569.100

20. Possession of a weapon under chapter 571

21. Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second or third degree pursuant to section 566.067, 566.068, 566.069

22. Sodomy in the second degree pursuant to section 566.061

23. Sexual misconduct involving a child pursuant to section 566.083

24. Sexual abuse in the first degree pursuant to section 566.100

25. Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090

26. Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

Teachers and other authorized personnel who report violent acts or threats of violent acts to their supervisors in compliance with state law and in conformity with District policies have civil immunity. Teachers and other authorized personnel who act in conformity with the District's discipline policies and regulations also have civil immunity.

Records of Serious Violations

The Superintendent/designee will prepare and maintain records of serious violations of the District's discipline policy. Individual student records are available to school employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. In addition, such discipline records will be made available within five (5) days to any requesting school district where the student seeks to enroll.

The District will report, in compliance with state regulations, the number, duration of and reasons for expulsions and suspensions of more than ten (10) days. The Superintendent will also notify the appropriate division of the Juvenile court of the suspension for more than ten (10) days of any student under court jurisdiction.

Reporting Safety Threats to Department of Elementary and Secondary Education

The District will begin reporting all school safety events and credible school safety threats that occur at each District facility upon issuance of DESE's reporting procedures. Such reportable incidents include school shootings, credible threats of school shootings as well as threats and incidents involving firearms, explosives, knives, or other weapons as defined in Regulation 2620. District safety incident reporting will be consistent with DESE's forthcoming procedures.

DESE will maintain a database of statewide school safety incidents. This database will contain only aggregate data of District information. The DESE database will not contain personally identifiable information, and the aggregate data will be available to the public.

Reporting Agreements with Law Enforcement Agencies

The Board of Education may enter into reporting agreements with law enforcement officials concerning the criminal acts listed in Policy 2673. Such agreements will provide for reporting and such criminal offense to the Children's Division rather than law enforcement if the student is under eleven years of age.

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Student Welfare
Reporting Student Abuse

Procedure for Reporting Abuse and Neglect

1. When a student reports alleged sexual misconduct on the part of a teacher or other school employee to another school employee such employee and the Superintendent shall forward the information within twenty-four (24) hours of receiving the information to the Children's Division at 1-800-392-3768.

2. However, if the report of alleged sexual abuse or neglect is received from someone other than a student, a report will be made to the Children's Division if the District has reason to believe that a child has been or is likely to be abused or neglected by telephoning the Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time and nature of the report.

3. School personnel will not notify the student's parents that a Hotline report has been made.

4. When CD representatives interview students on District property, a school staff member will be present. CD representatives may not meet with a child at any school or childcare facility where abuse of the child is alleged to have occurred.

5. When CD receives a report of suspected abuse involving a school employee, other than reports made under subsection (1), the CD is required to notify the Superintendent. If the alleged perpetrator is the Superintendent, CD will notify the Board President. The Superintendent will conduct an investigation to determine if the report was made for the purpose of harassing a school employee, or spanking by certificated school employee pursuant to Board policy, or the use of reasonable force to protect person or property. If it appears that the report was not made for harassment purposes, the matter will be reported back to the CD immediately. The report will then be jointly investigated by the Superintendent and the juvenile officer.

6. Within seven (7) days of receiving notice from CD, the Superintendent and juvenile officer will submit separate reports to the Board of Education. Each report will state a conclusion concerning the validity of complaint of abuse.

7. Within seven (7) days of receiving the reports, the Board will consider the reports and issue findings of fact and conclusions of law. The Board's report will be forwarded to the CD.

8. When the District and student involved request mediation of the child abuse situation in a school setting, the matter will be referred to the Office of Child Advocate.

Student Welfare

Student Safety

The administration is responsible for notifying DESE upon the occurrence of the commission of any of the following violent criminal offenses on school premises:

1. Murder 1st Degree under section 565.020, RSMo;
2. Murder 2nd Degree under section 565.021, RSMo;
3. Kidnapping under section 565.110, RSMo;
4. Assault 1st Degree under section 565.050, RSMo;
5. Forcible Rape under section 566.030, RSMo;
6. Forcible Sodomy under section 566.060, RSMo;
7. Burglary 1st Degree under section 569.160, RSMo;
8. Burglary 2nd Degree under section 569.170, RSMo;
9. Robbery 1st Degree under section 569.020, RSMo;
10. Distribution of Drugs under section 195.211, RSMo;
11. Distribution of Drugs to a Minor under section 195.212, RSMo;
12. Arson 1st Degree under section 569.040, RSMo;
13. Voluntary Manslaughter under section 565.023, RSMo;
14. Involuntary Manslaughter under section 565.024, RSMo;
15. Assault 2nd Degree under section 565.060, RSMo;
16. Sexual Assault under section 566.040, RSMo;
17. Felonious Restraint under section 565.120, RSMo;
18. Property Damage 1st Degree under section 569.100, RSMo;

19. Possession of a Weapon under section 571, RSMo;

20. Child Molestation 1st Degree under section 566.067, RSMo;

21. Deviate Sexual Assault under section 566.070, RSMo;

22. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or

23. Sexual Abuse under section 566.100, RSMo.

For purposes of this policy, any student who is the victim of any of the following violent criminal offenses on school premises is entitled to a transfer to another District school:

1. Kidnapping under section 565.110, RSMo;

2. Assault 1st Degree under section 565.050, RSMo;

3. Forcible Rape under section 566.030, RSMo;

4. Forcible Sodomy under section 566.060, RSMo;

5. Burglary 1st Degree under section 569.160, RSMo;

6. Robbery 1st Degree under section 569.020, RSMo;

7. Arson 1st Degree under section 569.040, RSMo;

8. Assault 2nd Degree under section 565.060, RSMo;

9. Sexual Assault under section 566.040, RSMo;

10. Felonious Restraint under section 565.120, RSMo;

11. Property Damage 1st Degree under section 569.100, RSMo;

12. Child Molestation 1st Degree under section 566.067, RSMo;

13. Deviate Sexual Assault under section 566.070, RSMo;

14. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or

15. Sexual Abuse under section 566.100, RSMo.

Wellness

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This regulation outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

1. Students in the District have access to healthy foods throughout the school day, both through reimbursable school meals and other foods available throughout the school campus, in accordance with Federal and state nutrition standards.
2. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
3. Students have opportunities to be physically active before, during and after school.
4. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
5. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
6. The community is encouraged to support the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
7. The District establishes and maintains an infrastructure for management, oversight, implementation and communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all District students, staff and schools. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

A. Committee Role and Membership

A district-wide Wellness Committee ("Committee") will be established and will meet at least (4) four times per year. Any existing School Health Advisory Council will serve as the nucleus for the Committee. The Committee will include members from all school levels as specified by law. Responsibility of the Committee may include, but not be limited to, oversight of the following:

1. Implementation of district nutrition and physical activity standards.
2. Integration of nutrition and physical activity in the overall curriculum.
3. Assurance that staff professional development includes nutrition and physical activity issues.
4. Assurance that students receive nutrition education and engage in vigorous physical activity.

The Committee will be responsible for, among other duties, preparing a report at a minimum that includes the following information:

1. Monthly district menus and meal counts.
2. Listing of all a la carte, vending, and competitive foods sold by school food service.
3. Listing of all other sales of foods throughout the district including vending machines, school stores, culinary, and special education programs, in-school and in-class fundraisers, etc.
4. Listing of physical activity programs and opportunities for students throughout the school year.
5. Outcomes of Committee activities.

Committee membership may include, but not be limited to, parents, caregivers, students, members of the school retention program, physical education, teachers, health education teachers, school health professionals, counselors, social workers, psychiatrists, school administrators, board members health professionals and District citizens.

II. Leadership

The Superintendent and/or designee(s) will convene the Committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.
The designated official for oversight is the Superintendent and/or designee(s).

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

III. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

A. Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The District will consider the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found on the District's Website.

B. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include, but will not be limited to:

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the District's Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the Committee;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the District's wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

C. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide information about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

D. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
2. The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
3. A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the District's Superintendent/designee.

The Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Page 4

The District will notify households/families of the availability of the triennial progress report.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

E. Revisions and Updating the Policy

The Committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new
health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

F. Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of the Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will utilize that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will notify the public about the content of or any updates to the wellness policy annually. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

IV. Nutrition

A. School Meals

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

The District is committed to serving healthy meals to children, with fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to reasonably meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

District schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

1. Are accessible to all students;
2. Are appealing and attractive to children;
3. Are served in clean and pleasant settings;
4. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
5. Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
    a. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
    b. Sliced or cut fruit is available daily.
    c. Daily fruit options are displayed in a location in the line of sight and reach of students.
    d. All available vegetable options have been given creative or descriptive names.
    e. Daily vegetable options are bundled into all grab-and-go meals available to students.
    f. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
    g. White milk is placed in front of other beverages in all coolers.
    h. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
    i. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
    j. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
    k. Student artwork is displayed in the service and/or dining areas.
    l. Daily announcements are used to promote and market menu options.

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

C. **Water**

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

D. Competitive Foods and Beverages

The District is committed to providing foods and beverages to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

E. Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. *Celebrations and parties*. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. *Classroom snacks brought by parents*. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

3. *Rewards and incentives*. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

F. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

1. Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

2. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)

G. Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
2. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

H. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

1. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

2. Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
3. Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
4. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
5. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
6. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
7. Teaches media literacy with an emphasis on food and beverage marketing; and
8. Includes nutrition education training for teachers and other staff.

I. Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

1. Relationship between healthy eating and personal health and disease prevention
2. Food guidance from MyPlate
3. Reading and using FDA's nutrition fact labels
4. Eating a variety of foods every day
5. Balancing food intake and physical activity
6. Eating more fruits, vegetables and whole grain products
7. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
8. Choosing foods and beverages with little added sugars
9. Eating more calcium-rich foods
10. Preparing healthy meals and snacks
11. Risks of unhealthy weight control practices
12. Accepting body size differences
13. Food safety
14. Importance of water consumption
15. Importance of eating breakfast
16. Making healthy choices when eating at restaurants
17. Eating disorders
18. The Dietary Guidelines for Americans
19. Reducing sodium intake
20. Social influences on healthy eating, including media, family, peers and culture
21. How to find valid information or services related to nutrition and dietary behavior
22. How to develop a plan and track progress toward achieving a personal goal to eat healthfully

23. Resisting peer pressure related to unhealthy dietary behavior
24. Influencing, supporting, or advocating for others' healthy dietary behavior

J. Food and Beverage Marketing in Schools

The District is committed to providing a school environment that provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
2. Displays, such as on vending machine exteriors

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
5. Advertisements in school publications or school mailings.
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

V. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will provide that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

A. Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All secondary students are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

B. Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

1. The physical, psychological, or social benefits of physical activity
2. How physical activity can contribute to a healthy weight
3. How physical activity can contribute to the academic learning process
4. How an inactive lifestyle contributes to chronic disease
5. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
6. Differences between physical activity, exercise and fitness
7. Phases of an exercise session, that is, warm up, workout and cool down
8. Overcoming barriers to physical activity
9. Decreasing sedentary activities, such as TV watching
10. Opportunities for physical activity in the community
11. Preventing injury during physical activity
12. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
13. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
14. Developing an individualized physical activity and fitness plan
15. Monitoring progress toward reaching goals in an individualized physical activity plan
16. Dangers of using performance-enhancing drugs, such as steroids
17. Social influences on physical activity, including media, family, peers and culture
18. How to find valid information or services related to physical activity and fitness
19. How to influence, support, or advocate for others to engage in physical activity
20. How to resist peer pressure that discourages physical activity.

C. Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

D. Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

E. Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

F. Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *[District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports]*.

G. Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

1. Designate safe or preferred routes to school
2. Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
3. Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
4. Instruction on walking/bicycling safety provided to students
5. Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
6. Use crossing guards
7. Use crosswalks on streets leading to schools
8. Use walking school buses
9. Document the number of children walking and or biking to and from school
10. Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

VI. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

District schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum directors.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the Committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

A. Community Partnerships

The District will utilize where feasible relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this

wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

B. Community Health Promotion and Family Engagement

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection**,** the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

C. Staff Wellness and Health Promotion

The Committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff which will be coordinated by the District's HR Director.

District schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

D. Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

STUDENTS

Regulation 2760

Student Welfare

Students in Foster Care

The District educational liaison for foster care children will serve in an advisory capacity to:

- Ensure and facilitate proper educational placement, enrollment in school, and checkout from school;
- Assist foster care children when transferring from one school to another or from one school district to another, including, among other things, proper transfer of credit, records, and grades;
- Request school records, as provided in Policy/Regulation 2230, within two (2) business days of placement of a foster care child in a District school;
- Submit school records of foster care pupils within three (3) business days of receiving a request for school records from another School District as provided in Policy 2290; and
- Facilitate access to student records to any child placing agency for the purpose of fulfilling education case management responsibilities required of the juvenile officer or by law and to assist with the school transfer or placement of a child under foster care.

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Reference: DESE Youth Suicide Awareness and Prevention Model Policy

Student Welfare

Transfer of Care and Custody

A power of attorney delegating care and custody of a student must be witnessed by a notary public and contain the following information:

1. Full name of student whose care and custody is to be transferred;

2. Date of birth of such student;

3. Full name and signature of the attorney-in-fact, to whom care and custody is to be transferred;

4. Address and telephone number of such attorney-in-fact;

5. Full name and signature of the parent or legal guardian;

6. The term for which delegation is transferred and a statement the delegation may be revoked at any time; and

7. One of the following statements:

    a. I delegate to the attorney-in-fact all of my power and authority regarding the care, custody, and property of each minor child named above including, but not limited to, the right to enroll the child in school, inspect and obtain copies of education and other records concerning the child, the right to give or withhold any consent or waiver with respect to school activities, medical and dental treatment, and any other activity, function or treatment that may concern the child. This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child; or

    b. I delegate to the attorney-in-fact the following specific powers and responsibilities (insert list). This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child.

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Reference: DESE Youth Suicide Awareness and Prevention Model Policy

Student Welfare

Student Suicide Awareness

The district will address suicide awareness and prevention through the following policy components[1]:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy
9. Teacher Assistance Programs
10. Student Identification Cards

1. Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

2. Crisis Response Procedures

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

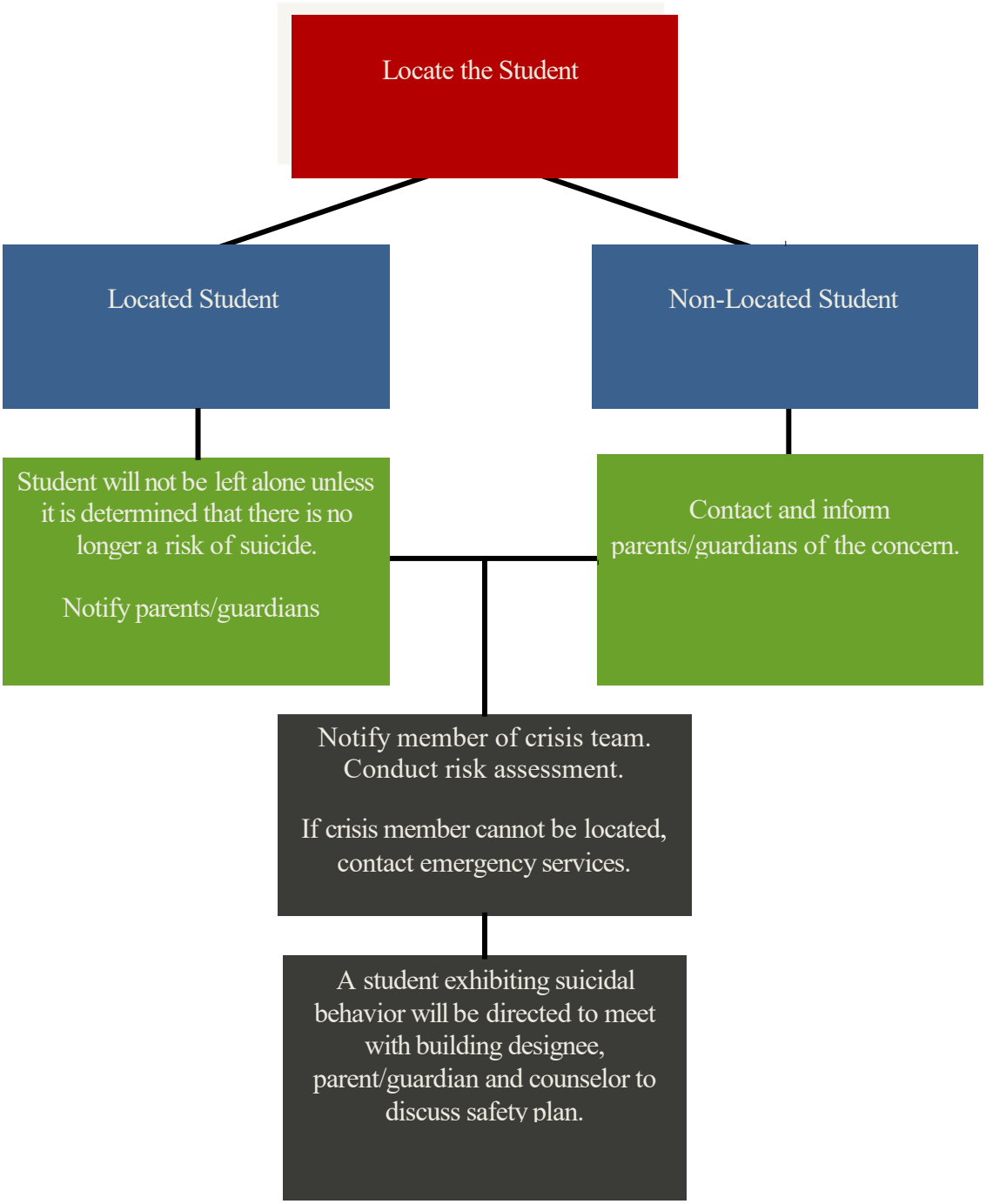
Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

[1] Department of Elementary and Secondary Education Youth Suicide Awareness and Prevention Model Policy

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

The following steps will be employed in response to any risk of student suicide:



Reference: DESE Youth Suicide Awareness and Prevention Model Policy

3. Procedures for Parent Involvement

A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

4. School and Community Resources

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary.

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. A basic list of resources can be found on the Department of Mental Health website and the district will strive to develop its own list of local resources to be made readily available.
http://dmh.mo.gov/mentalillness/suicide/prevention.html

5. Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with their crisis response teams 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 and/or death.

The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

6. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All district staff will participate in professional development regarding suicide awareness and prevention.

7. 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.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

8. Publication of Policy

The district will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the district's website and discussing this policy during employee training as detailed herein.

9. Teacher Assistance Programs

Beginning with the 2023-24 school year, all District teachers, principals, and certified educators may attend a teacher assistance program regarding suicide prevention or self-review of suicide prevention materials. Completion of either of these options will count as two contact hours of professional development under §168.021. In addition, program completion counts as two hours of training for purposes of the Flatl-Cantor Act.

10. Student Identification Cards

At present, the District serves students in grades 7 to 12. The District may choose to issue student identification cards. Beginning on July 1, 2025, if the District is issuing student identification cards, these cards will have printed on either side the following:

1. The three digit code 988 that directs calls and routes text messages to the Suicide and Crisis Lifeline; and
2. The nonemergency number of the local police department; and
3. May have printed on either side of the card:
   a) The six-digit code that routes text messages to the Crisis Text line 741741; and
   b) The telephone number of the local suicide prevention hotline, if such hotline is available.

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STUDENTS **Regulation 2850**
(Form 2850)

Student Services

Inoculations of Students

As mandated by the Missouri Department of Health, students must have up-to-date immunizations before being permitted to attend classes. Form 2850 provides a chart of immunization requirements by grade level.

1. The District will maintain an individual health record for each student, including an immunization history supplied by the parent/guardian.

2. A complete immunization history will be required upon entrance to school. Satisfactory evidence of immunization is a statement, certificate or record from a physician or health facility that verifies the type of vaccine, the month, day and year of administration. The parent/guardian will be informed that any needed immunizations must be obtained prior to enrollment and attending school.

3. In certain special situations, exemptions or "In Progress" statements may be needed.

    a. If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an "In Progress" card from a physician or health department that identifies when the next dose is due.

    b. If the student cannot receive the needed immunization(s) for medical reasons, a medical exemption will be completed and signed by a physician and filed in the student's health record.

    c. If the parent/guardian objects to immunizations for religious reasons, an exemption must be signed by the parent/guardian and verified by the school nurse. This must be renewed annually. Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.

4. In the event of an outbreak, students who are exempt from immunizations for any reason will be excluded from school for their own protection and that of other students, in accordance with State Rule 13 CSR 50-101.0412. The only exception will be students

exempted by a physician because they have already had the disease and have available laboratory confirmation of immunity.

5. The District will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law.

6. To the extent that the District provides information on immunizations, infectious disease, medications, or other school health issues to parents/guardians, the District will include information that is at least similar to the information provided by the Center for Disease Control and Prevention about influenza and influenza vaccinations.

7. The District will prepare the immunization report (CD 31) for the Missouri Department of Health by the specified date. Any deficiencies will receive follow-up as recommended. Every effort will be made to return excluded students to school as soon as possible. The parent/guardian will be advised of resources available to obtain needed protection. The parent/guardian who does not make an effort to comply with the law in order to return students to school within ten days may be reported to the local juvenile authority for enforcing the truancy law.

8. An ongoing review of immunization records will be made to ensure that entering transfer students, students who are "In Progress," and those needing Td boosters during the school year have adequate protection. Students will be notified in the spring that Td boosters will be due during the next school year. The records of entering transfer students and those due for boosters will be flagged, or a separate file or a line listing of these students will be maintained, to facilitate compliance with the statute.

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Student Services
Students with Communicable Diseases

The following Administrative Guidelines have been developed to assist in implementing Policy 2860.

1. The District's policy and regulations on communicable diseases, including detailed information about procedures to be implemented if a student with a chronic infectious disease is enrolled, will be made available to parents of all students attending District schools.

2. All employees will follow the most recent guidelines issued by the Centers for Disease Control, including applicable universal precautions in cleaning up body fluid spills, (a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse), regardless whether an individual infected with a body fluid or blood-borne pathogen is know to be present in the school environment or related activities. Willful or negligent disregard for these precautions by any staff member will be cause for disciplinary action.

Acute Infectious Disease

1. An staff member who has reason to believe that a student has been exposed to a contagious or infectious disease, or who observes symptoms of such a disease, shall inform the principal. The principal will consult with the school nurse about the child.

2. If the school nurse determines that the student has an acute contagious or infectious disease, the principal will exclude the student from school for the number of days specified in the latest revision of the Missouri Department of Health Publication, "Prevention and Control of Communicable Diseases - A guide for School Administrators, Nurses, Teachers and Day Care Operators," PACH-16, or until a physician certifies that the student no longer is liable to transmit the disease.

3. If a student has been excluded from school by the principal because the student has or is suspected of having an acute contagious or infectious disease, the student and his/her parent/guardian may appeal such decision in writing to the Superintendent. The Superintendent may require the student to be examined by a physician designated by the District, the child's own physician, or both - at the option of the Superintendent. The student shall not attend classes or participate in school activities during the appeal period.

Chronic Infectious Disease

1. If the principal, after consulting with the school nurse, determines that a student may have a chronic infectious disease, the student may be excluded from school and provided an education in an alternative setting until the following procedures have been concluded. Prior

to excluding the student, the student's parents/guardians shall receive written notification of the intent to exclude and their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973.

The principal shall immediately report any student who has or is suspected of having a chronic infectious disease to the Superintendent or his/her designee. The Superintendent or his/her designee shall within three (3) working days appoint a Review Committee to assess the student's medical condition. The Committee should include the following:

a. The student's parents/guardians.

b. The student's physician.

c. A physician specialist in public health or infectious diseases.

d. The Supervisor of Health Services, who shall serve as Chairperson of the Review Committee, or his/her designee.

e. The principal.

f. The Superintendent or his/her designee.

g. Others mutually agreed upon by the District and the parents/guardians.

The District's legal counsel may serve on the Committee in an advisory capacity.

If the student has been identified as a student with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), the student may be excluded from school and provided with an education in an alternative setting - so long as such exclusion does not constitute a change in placement pursuant to the IDEA. The student's medical condition and educational placement will be evaluated in accordance with the procedures set forth above, with the following additional provisions:

a. Prior to excluding the student, the student's parents/guardians shall receive written notification of their procedural safeguards as set forth in the District's compliance plan for implementing the IDEA, in addition to written notice of their procedural safeguards pursuant to Section 504 of the Rehabilitation Act of 1973.

b. The Review Committee shall include the chairperson of the student's Individual Educational Program Committee or his/her designee.

2. The members of the Review Committee shall determine the fitness of the student to attend school. The Committee will assess the student's condition, the school conditions, and the

risks of exposing others to the disease in the school environment, and shall determine whether the student should (1) be permitted to attend school without restrictions; (2) attend school under stated restrictions and conditions, or (3) be excluded from attending school and provided an alternative educational program. The Committee will prepare a written individual school health care plan for the student and establish dates and/or conditions under which the student'' status will be reviewed. The Committee will also identify the persons who have a medical need to know the identity of the student because they are responsible for providing proper health care, and will provide the names of those persons to the Superintendent or his/her designee.

3. Within three (3) working days after the Committee is convened, the Committee will make a determination and prepare findings of fact, which the Chairperson shall communicate in writing to the student's parents/guardians, the principal, and the Superintendent. The parents/guardians shall again receive written notification of their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and in the District's compliance plan for implementing the IDEA, if applicable). The meetings, records, and votes of the Review Committee shall not be open to the public. The determination will be final unless reversed on appeal pursuant to the Complaint Procedures set out in the District's compliance plan for Section 504 (or the procedures in the District's compliance plan for implementing the IDEA, if applicable).

4. If a student with a chronic infectious disease is permitted to attend school, the Superintendent will notify those persons who were identified by the Review Committee as having a medical need to know the student's identity and conditions under which the student is attending school. Willful or negligent disclosure of confidential information will be cause for disciplinary action.

5. Staff members who have a medical need to know the identity of a student with a chronic infectious disease include (1) those who are designated by the school district to determine the fitness of the student to attend school; (2) those who are responsible for providing health care to the student, such as the school nurse; and (3) those who are most likely to be in a position to render first aid to the student in case of an accident or medical emergency.

6. A student who has a chronic infectious disease shall be evaluated pursuant to the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and the District's compliance plan for implementing the IDEA, if applicable to determine whether any accommodations or related services are necessary for the student to receive a free appropriate public education. If accommodations or related services are necessary, the District shall develop and implement a plan for the delivery of all needed services. This evaluation shall be conducted regardless whether the student is permitted to attend school with or without conditions and restrictions, or is excluded from school.

STUDENTS **Regulation 2870**
(Form 2870)

Student Services

Administering Medicines to Students

Prescription Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state adverse effects and applicable emergency instructions.

The District shall require that a prescription label be properly affixed to the medication in question. Said label must contain the name of the student, name of the drug, dosage, frequency of administration, route of administration, diagnosis and the prescriber's name.

A parent/guardian must request in writing that the School District comply with the authorized prescriber's request to give medication. (The District will not administer the initial dose of any new prescription except in an emergency.)

Over-the-Counter Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions.

A parent/guardian will provide a written request that the District comply with the authorized prescriber's request to give medication.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The

District shall provide secure, locked storage for medication to prevent diversion, misuse, or ingestion by another individual.
The administration of medication, including over-the-counter medications, is a nursing activity, governed by the State of Missouri Nursing Practice Act. It must be performed by the registered professional school nurse. The nurse may delegate and supervise the administration of medication by unlicensed personnel who are qualified by education, knowledge and skill to do so. The registered nurse must provide and document the requisite education, training, and competency verification. The nurse is also empowered to contact the prescriber or pharmacist filling the prescription to discuss the prescription if the nurse has questions regarding the administration of such medication. Qualified employees will be held harmless and immune from civil liability for administering medication or medical services in good faith and according to standard medical practices.

School employees who are not qualified according to standard medical practices will not be required to administer medications or medical services. Such unqualified employees who refuse to administer medications or medical services will not be subject to disciplinary action for such refusal.

Pre-filled Auto Syringes

A school nurse or other school employee trained and supervised by the nurse may be authorized by the Board of Education to maintain an adequate supply of pre-filled auto syringes of epinephrine with fifteen hundredths milligram (15/100 mg) or three tenths milligram (3/10mg) delivery at school. The school nurse shall recommend to the school board, through the superintendent, the number of pre-filled epinephrine auto syringes to be maintained at each school. Licensed school nurses have the discretion to use an epinephrine auto syringe on any student the school nurse believes is having a life-threatening anaphylactic reaction based upon the nurses training in recognizing an acute episode of an anaphylactic reaction. Trained employees administering life-saving methods will be immune from civil liability for administering life-saving methods for administering a pre-filled auto syringe in good faith consistent with standard medical practices.

Self-Administration of Medication

Students with asthma, anaphylaxis, or any chronic health condition may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests that his/her student be permitted to carry and self-administer such medication. A permission form for self-administration (Form 2870) is required. Provided however, that:

1. A licensed physician has prescribed or ordered such medications for use of the student and has instructed the student in the correct and responsible use of such medications;

2. The student has demonstrated to the student's licensed physician or designee and the school nurse, the skill level necessary to use the medications and any device necessary to administer such medications;

3. The student's physician has appended and signed a written treatment plan for managing asthma and anaphylaxis episodes of the student and for medications for use of the student. Such plan will include a statement that the student is capable of self-administering the medication under the treatment plan;

4. The student's parent/guardian has completed and submitted to the school the student's treatment plan and liability statement.

5. The student's parent/guardian has signed a statement acknowledging that the district and its employees will incur no liability as a result of any injury arising from self-administration of medication by the student or administration of such medication by school staff. (see Form 2870.1)

The authorization for the possession and self administration of medication to treat a student's asthma or anaphylaxis permits authorized students to possess and self administer such student's medication while in school, at a school sponsored activity, and in transit from school or school sponsored activity. Such authorization will be effective for the school year when issued and for the school attended when the authorization is issued. Such authorization must be renewed each subsequent year in order to remain effective. Information concerning the student's condition treatment plan, authorization, and related documents will be kept on file in the school nurse's office and be easily accessible in the event of an asthma or anaphylaxis emergency. Duplicate prescribed medication, as described in this policy, will be kept in the school's nurses' office and be reasonably accessible to the student and school staff in the event of an asthma or anaphylactic emergency.

Cardiopulmonary Resuscitation Training

Upon Board of Education authorization, the District will provide instruction in cardiopulmonary resuscitation to District students grades 9-12. The instruction will be part of a health educational course and will include hands-on practice and skill testing to support cognitive learning. However, the District may elect to develop an agreement with a first responder to provide the required practice and testing. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or 504 Plan.

Automated External Defibrillators

Should the District acquire an automated external defibrillator and maintain it on school premises, the District will:

a) Comply with applicable regulations;
b) Ensure the defibrillator is tested at least every two years and after every use;
c) Ensure that the defibrillator is maintained according to the manufacturer's operation and maintenance guidelines;
d) Ensure that an inspection is made of the defibrillator at least every ninety (90) days for potential issues related to its operation, including blinking lights or defects suggesting tampering or other problems.

Any person who gratuitously and in good faith renders emergency care by use of the District's defibrillator will not be liable for any civil damages or subject to any criminal penalty unless the user acts in a reckless or wanton negligent manner.

Where the District possess and maintains a defibrillator, training will be provided along with existing training in cardiopulmonary resuscitation for students in grades 9-12. Such defibrillator training will follow the standards set by the American Red Cross, the American Heart Association or similar training from a nationally recognized organization.

Administration of Asthma Rescue Medication

The Board of Education, by a majority vote, may authorize a licensed registered nurse to maintain a supply of asthma related rescue medication at each District school. The nurse will recommend the quantity of such medication to be maintained. The asthma rescue medication will be obtained by prescription written by a licensed physician, a physician's assistant, or nurse practitioner. Such prescription shall list the District as the patient, will contain the nurse's name, and will be filled at a licensed pharmacy. A school nurse or other school employees trained by and supervised by the nurse shall have the discretion to use asthma related rescue medications on any student the school nurse or trained employee believes is having a life-threatening asthma episode based upon their training in recognizing an acute asthma episode. Immunity, under §167.624, from civil liability for trained employees administering life saving methods shall apply to trained employees administering an asthma related rescue medication under this policy.

Parent/Guardian Administration

In situations where the above requirements are not met, or any time the parent/guardian chooses, the parent/guardian may come to school to administer medicine to his/her student.

Exception for Potentially Harmful Administration

It shall be the policy of this District that the District will not knowingly administer any medication to a student if the District's registered professional school nurse believes, in his/her

professional judgment, that such administration could cause harm to the student, other students, or the District itself. Such cases may include, but are not necessarily limited to, situations in which the District is being asked to administer medication in a dosage that exceeds the highest recommended dosage listed in the current annual volume of the Physician's Desk Reference or other recognized medical or pharmaceutical text.

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Student Services

STUDENT CARRYING/SELF-ADMINISTRATION MEDICATION REQUEST FORM

The Seymour R-II School District recognizes students may need to carry and use his/her own medication for certain health conditions such as asthma, anaphylaxis, or other chronic health conditions. Medication is permitted in accordance with district policy. Prescription medication should be properly labeled with prescription label that includes student name, name of medication, dosage, frequency of administration, route of administration, diagnosis, and prescriber's name. Student's physician must authorize self-carried/administered medication. When possible, the order should include potential adverse effects and applicable emergency instructions. Please fill out information below.

STUDENT NAME:_____DATE OF BIRTH: _____
GRADE:_____
MEDICATION NAME: _____
_____
DATE FIRST DOSE OF THIS MEDICATION TAKEN: _____
_____
REASON FOR MEDICATION: _____
_____
WHEN MEDICATION SHOULD BE TAKEN:_____ DOSE: _____
_____
HOW MEDICATION IS TO BE TAKEN: _____
_____(Example: by mouth, by inhaler, with food, after meals)
PHYSICAN:_____PHONE: _____
_____
PHARMACY: _____PHONE: _____
_____

RESPONSIBILITIES FOR CARRYING MEDICATION

Yes No Health Care Action Plan Complete
Yes No Demonstrated correct use/administration of medication
Yes No Recognizes proper and prescribed timing for medication
Yes No Verbalizes importance of not sharing medication with others
Yes No Keeps medication in agreed location
Yes No Keeps a second labeled container in the health office
Yes No Agrees to come directly to the health office if having the following symptoms after using medication:

_____

I request my child be allowed to carry and self-administer the above listed medication and be responsible for its proper storage and use. I will support my child to follow the above agreement and will be contacted to develop a new plan if agreement is not followed. I acknowledge the school district and its employees shall incur no liability as a result of any injury arising from the above medication.

Student Signature:_____Date: _____

School Nurse Signature: _____Date: _____

Signature of Parent/Guardian: _____Date:_____

Student Services
Student Allergy Prevention and Response

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

Definitions
Allergen – A substance that triggers an allergic reaction.

Allergic Reaction – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

Anaphylaxis – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

Emergency Action Plan – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

Individualized Health Plan – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

Life-Threatening Allergy – An allergic reaction that is severe enough to potentially cause death.

General

In accordance with Board policy, the nurse or designee will provide training to all staff members about the causes and symptoms of and responses to allergic reactions and the proper administration of epinephrine. This training will be provided to current staff members within thirty (30) calendar days of the adoption of the Allergy Prevention and Response policy and on an annual basis thereafter. Staff members who are hired after this training has been conducted will be provided the information within ten (10) calendar days of the first day of employment.

Pursuant to Board policy, students may carry medication for the treatment of allergies. In addition, epinephrine premeasured auto-injection devices are available in each building and stored in the following locations:

Building: Elementary	*Locations: Nurse's office in locked medicine cabinet*
Building: Middle School	*Locations: HS Nurse's office in locked medicine cabinet*
Building: High School	*Locations: Nurse's office in locked medicine cabinet*

Response to an Allergic Reaction
Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;

2. Notify the nurse immediately or direct another person to do so; and

3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.

2. Notify the school nurse or, if the nurse is not available, notify Building Principal (designee).

3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.

4. Notify the parents.

5. Provide first responders with information about the student's allergy and reaction and any actions already taken.

6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

Instructional Areas

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

Dining Areas

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.
4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one

(1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

Transportation and Off-Site Activities

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five (5) days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

Activities and Athletics
Student Publications

Purposes Of Student Publications

The publications fulfill a vital role within the school community in providing a means by which students, faculty, administrators, and community can communicate with other students, faculty, administrators and community members. The publications serve as a forum for the constructive expression of ideas, opinions, plans for innovation, events, etc., in a factually informative, interpretive, and entertaining manner, thereby providing primarily the students but also the faculty and administrators with an instrument of constructive leadership for influencing the school and community.

Student publications offer students an opportunity for practical and legitimate journalistic experience in terms of writing, editing, organizing, administering, financing and budgeting, etc. Assuming a position of leadership on the student publication signifies the student's acceptance of responsibility. The acceptance of this responsibility also provides the student with the opportunity to develop the potential which he/she possesses.

Standards

In fulfilling their roles as participants in the community media, students must demonstrate their maturity and dependability, and must show that they are capable of analyzing problems and making sound judgments. The following statement is adapted and modified from the Canons of Journalism by the American Society of Newspaper Editors.

1. Responsibility - The welfare and the best interests of school and community members must be the guideline for the publication of all material.

2. Freedom -With every freedom of speech and of the press there is a corresponding responsibility. No freedom, not even that of speech and of the press, is absolute. Student publications must be free to print what has been responsibly considered, researched and written. The staffs must demonstrate objectivity, but at the same time must be free to express viewpoints after presenting all sides of an issue. This policy should not rule out articles marked as news analysis advocating a particular point of view.

3. Accuracy - Thorough research of all materials -- news, editorials, features and sports -- will be conducted and the facts presented in an objective, balanced and truthful manner. The facts will be verified; the reporter will present them in the proper perspective; and the publications will print only that which is based on fact after careful research and investigation.

4. Fairness - Student publications will not make unjust or undue attacks on any individual group or person, and will provide an open forum for any viewpoints which are opposed to those of the publication.

5. Decency - Material published -- language, pictures and artwork -- will not be offensive, obscene, pornographic or injurious to any person or group.

STUDENTS **Regulation 2920**

Activities and Athletics
Interscholastic Activities and Athletics

Interscholastic competition for secondary school students shall be provided through a variety of activities and athletics. Students are allowed to attain the privilege of representing their school by meeting the standards of eligibility as set forth by the Missouri State High School Activities Association (MSHSAA). These standards may include academic requirements, citizenship, age maximums, passing medical examinations and other items that are posted in the school and discussed by the coaches and sponsors with their students as well as made available to the parents/guardians of all student participants.

Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those stated herein.

A student must be in attendance for the full day on days of extracurricular participation. Failure to do so will eliminate the student from practice or participation that day. Exceptions may be granted in special cases.

The following criteria will be followed:

1. Students will meet the eligibility requirements set out by MSHSAA.

2. A student must be making satisfactory progress towards graduation as determined by local school policies and regulations. (Regulation 2530)

3. Any student failing a class may be required to attend study sessions after school.

4. Students displaying unacceptable citizenship behaviors may be suspended from participation.

5. Each coach and sponsor shall establish written guidelines for their groups. These guidelines shall be presented orally and in written format. A copy of such guidelines shall be on file with the principal.

The interscholastic competition program is an integral part of the secondary schools and shall supplement the curriculum program by providing worthwhile experiences to students that will enable them to develop the attributes of good citizenship. These programs will be administered by the principal/designee.

Participation in interscholastic competition is for students in grades seven through twelve (7 - 12) as determined by the local area athletic conference and the MSHSAA.

Programs of interscholastic competition will be planned in accordance with MSHSAA regulations and conference rules, and will include programs reflective of student interest. All student members should participate insofar as feasible. Access shall be provided contingent on budgetary limitations and in accordance with District guidelines for the following:

1. School facilities.
2. Sponsors and coaches.
3. Scheduling of meetings, practice times and games.
4. Number of events at each level of competition.
5. Equipment, supplies and services.

All faculty sponsors and coaches must hold a valid Missouri State Teacher's Certificate. Non-faculty head coaches must have as a minimum a four-year college degree and a valid Missouri Substitute Teaching Certificate. Non-faculty assistant coaches must have as a minimum a valid Missouri Substitute Teaching Certificate. Non-faculty head and assistant coaches must successfully complete the MSHSAA/NFHS Coaching Principles and Sports First Aid courses. Sponsors and coaches are required to follow all District regulations.

A student engaged in interscholastic competition must portray good citizenship in the school and community. He/she shall be required to be in conformance with all general school rules and regulations, rules established by the sponsors and coaching staff for the program in which he/she is participating, and conformance with the laws of the community.

The District's High School is a member of the MSHSAA. In all interscholastic competition matters, this school will adhere firmly to the rules and regulations of MSHSAA.

Regulations Governing Student Participation

A student must be under nineteen (19) years of age on or before July l preceding the opening of school, pass a medical examination and have parent/guardian permission. Ninth grade students must not be older than sixteen (16) years of age prior to July 1.

A student shall not be considered eligible while under out-of-school suspension. A student expelled or who withdraws from school because of disciplinary measures shall not be considered eligible for 365 days from the date of expulsion or withdrawal.

A student who is absent from school on the day of an interscholastic contest or on a Friday before an interscholastic contest on a Saturday will not be permitted to participate in said contest without a written release from the school principal.

Credit earned or completed after the close of the semester shall not count as having been earned that semester, except in case of a delayed final examination because of illness certified by a physician. Credit earned in summer school shall not count for or against the student's record for eligibility purposes.

A student shall not accept a cash or merchandise award in any competition in which MSHSAA member schools compete interscholastically. Awards for participation in nonschool competitions during the summer shall meet the same standards as awards given by schools during the school year.

The student must meet all other eligibility requirements of MSHSAA and the local area high school athletic conference.

Competition by students in organized nonschool-sponsored competition must meet the following conditions:

1. During the season, a student who represents his/her school by competing in an interscholastic contest shall not compete as a member of a nonschool team or as an individual participant in an organized nonschool competition in that same contest.

2. A student may compete in organized nonschool competition in other events in which MSHSAA member schools compete interscholastically if no school time is missed to compete, practice for, or travel to the site of nonschool competition; and if the student does not practice for or compete in the nonschool competition on the same date he/she practices or competes for the school.

District participation in interscholastic competition will be subject to approval by the Board.

Budgeting for the interscholastic competition program will include gate receipts and be incorporated into the general District budget. No expenditures for interscholastic competitions may be made in excess of those listed in the budget without approval by the Superintendent.

The MSHSAA handbook will be considered a part of this regulation.

Hazing

Student hazing is expressly prohibited by Board of Education policy. For purposes of this policy, hazing is defined as willful conduct directed at another student, whether occurring on or off school property, for purposes of initiation or admission to any school related activity or athletic team. Conduct prohibited by this policy includes but is not limited to exposure or contact of genitals, buttocks, or breasts (female students), directly or indirectly through contact with undergarments, threats of physical harm, infliction of physical or mental harm or humiliation.

Students found to have violated this policy will be subject to suspension/expulsion from school and suspension and exclusion from activities/athletic participation depending on the severity of the misconduct.

Non-students who participate or enable the hazing of students may be excluded from attendance at school activities and school athletic events. District employees, including sponsors and coaches who have knowledge of student hazing but fail to take corrective action will be subject to discipline up to and including termination.

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Acknowledgement of Activity Rules and Guidelines

School_____

Activity_____

Coach/Sponsor_____

School Rules and Guidelines Associated with This Activity
(Rules and guidelines to be established by the coach/sponsor and school administration)

District Guidelines for Student Activities
Participation in District-sponsored activities and on District athletic teams is a privilege and not a legally protected right. Although students do not possess a legally protected right to participate in extracurricular activities, the District provides students suspended from participation with an informal opportunity to discuss the basis for their suspension.

Student and Parent Acknowledgement of the Above Rules and Guidelines
I acknowledge that violation of any of the above rules and guidelines for this activity may result in suspension or permanent removal from this activity or all extracurricular activities depending upon the nature of the violation. I further agree that subject to an opportunity to present the student's version of the alleged violation, the decision of the Superintendent/designee concerning suspension and duration of suspension is final.

I agree that I will refrain from participating in any student hazing activities as a participant or as an observer. I further understand that violation of the District's hazing policy may result in suspension from school and suspension from participation in all activities.

_____	_____
Student Signature	Parent/Guardian Signature
_____	_____
Date	Date

Activities and Athletics

Participation by Non-Traditional Students

High School Enrollment Assessment

Prior to consideration and determination of eligibility, high school staff will review, among other things:

1. Past classes taken
2. Academic history
3. Credits
4. Logs
5. Attendance
6. Transcripts
7. Student's age
8. Semester taken in-state and out-of-state
9. Semester taken in non-traditional academic events

The purpose of this review will be to determine "prior semester" earned credit and the students' grade placement upon enrollment. In doing so, staff will determine if credit for courses taken will be granted for purpose of the 80% requirement rule.

Determining Status of Bonafide Students[2]

Consider whether:

1. Seat time credit (minimum of one unit of credit) will be placed on the transcript
2. Outside courses must be approved and validated in meeting the 80% rule.
3. Review and assess outside classes including where relevant testimonial evidence, course syllabi, timeliness for such classes
4. Review of Academic Success, including work logs, attendance, hours of instruction, grades achieved, transcripts, confirmatory testing where deemed necessary
5. Ensure close of semester for non-traditional option 2 students is designated
6. All students, traditional and non-traditional, must satisfy citizenship standards, semester rules, age rules, etc.
7. Uniformity of standards and policies for all students

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[2] 2017-18 MSHSAA Official Handbook, By-Law 2.3.4, page 44

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Student Group Use of School Facilities

Secondary schools will provide an opportunity for student-initiated noncurricular groups to meet on school premises during noninstructional time when the following criteria have been met:

1. A meeting must be voluntary and student-initiated. No student shall be in any way coerced to participate in religious or other activity. Teachers and school administrators, when acting within the course and scope of their employment, will strictly observe a policy of official neutrality regarding religious activity.
2. No School employee may sponsor, promote, lead, or participate in any student-initiated, noncurricular meeting. However, a teacher, administrator, or other school employee may be assigned to monitor the group's facility use and student conduct.
3. Employees and agents of the school may be present at student-initiated religious meetings only in a nonparticipatory capacity.
4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons may not direct, conduct, control, or regularly attend the meetings of a student-initiated, noncurricular group.