



Parent & Student Handbook

2026-2027 (Grades PK-12)

This handbook contains rules, regulations, and guidelines for all the St. Joseph School District’s elementary and secondary schools that are subject to change. Please refer to individual school handbooks for more specific information about each school. Throughout the year, the Board of Education reviews and revises district policies. For updated Board policies, visit the [St. Joseph School District’s website](#).

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Notice of Nondiscrimination

The St. Joseph School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students or others on the basis of race, color, religion, national origin, ancestry, disability, age or any other characteristic protected by law is strictly prohibited in accordance with law.

Board of Education

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ronda Chesney, President • Dr. Jacob McMillian, Vice Preside • Jennifer Kerns, Member • Kim Miller, Member • Mike Moore, Member | <ul style="list-style-type: none"> • Cassandra Veale, Member • LaTonya Williams, Member • Dr. Robert Hedgecorth, Treasurer • Geana Bush, Secretary • Dr. Ashly McGinnis, Superintendent |
|---|--|

Board Meetings

Board meetings are typically held in the large conference room at the Troester Media Center, 3401 Renick. The public is encouraged to attend. Scheduled meetings and agendas are posted at 1415 N. 26th Street and on the district website.

Board Policies

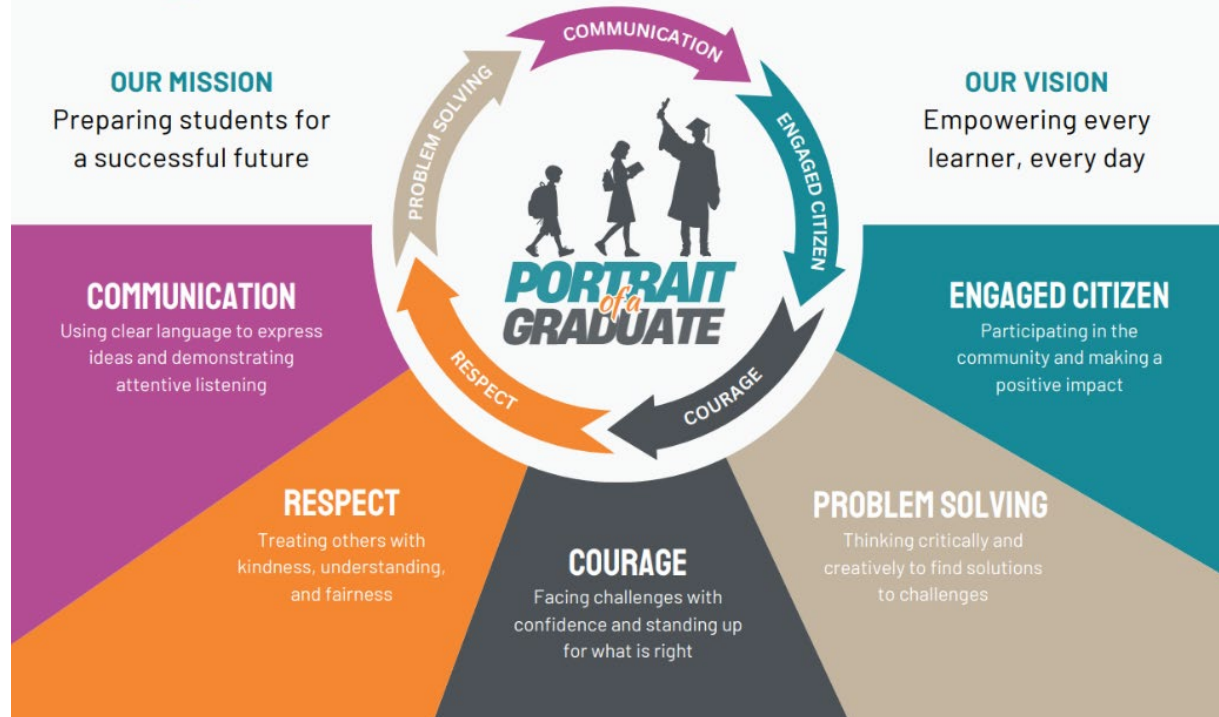
A complete copy of all board policies referred to in this handbook can be found on the [Board Portal \(Simbli\)](#).

District Contact Information

District Offices: 1415 N. 26th Street (former Noyes Elementary Building)
District Telephone: (816) 671-4000
District Fax: (816) 671-4470



ST. JOSEPH SCHOOL DISTRICT BUILDING FUTURE-READY GRADUATES



Over the course of the 2024–2025 school year, we engaged in a comprehensive data-gathering process to define the essential skills and dispositions we want to see in our graduates. Through this collaborative effort, we gathered input from a broad range of internal and external stakeholders, ensuring multiple perspectives informed the development of our Portrait of a Graduate. The feedback collected has shaped not only the Portrait of a Graduate, but also our district’s refreshed mission, vision, and core values. As we move into the 2026–2027 school year, we continue to lead and prioritize these identified dispositions as the foundation for student success and district-wide decision-making.

SJSD Mission

Preparing students for a successful future

SJSD Vision

Empowering every learner, every day

SJSD Core Values

Communication, Respect, Courage, Problem Solving, and Engaged Citizen

Academic Calendar

View the [2026-2027 Academic Calendar](#). Please refer to these dates when planning appointments or vacations for the upcoming school year.

District Administration

- Dr. Ashly McGinnis, Superintendent of Schools
- Stacia Studer, Assistant Superintendent of Academic Services
- Dr. Robert Hedgecorth, Assistant Superintendent of Business and Operations
- Mark Korell, Director of Human Resources
- Becky Dunn, Director of Communications and Community Relations
- Dr. Lacey Adams, Director of Elementary Education
- Dr. Kati Reid, Director of Secondary Education
- Dr. Leah Richardson, Director of Student Services
- Dr. Samantha Davis, Director of School Improvement
- Dr. Tabitha Kieser, Director of Curriculum, Instruction, and Assessment
- Dr. Kara Anderson, Director of Special Programs
- Casey Housman, Director of Operations
- Jacob Kelly, Director of Technology & Data Management
- Becky Schoeneck, Director of Nutrition Services
- Tamara Smith-Hinchey, Coordinator of Health Services
- Heather Adams, Coordinator of Human Resources
- Katie Kneib, Coordinator of Budget and Data Management
- Jenni Powers, Controller

Building Principals

High Schools

- Shawna Gilliland, [Benton High School](#) (816) 671-4030
- Jeff Sullivan, [Central High School](#) (816) 671-4080

Middle Schools

- Corey Gilpin, [Bode Middle School](#) (816) 671-4050
- Megan Gaul, [Lafayette Middle School](#) (816) 671-4220
- Dr. Alex Tomes, [Spring Garden Middle School](#) (816) 671-4380
- Landi Quinlin, [Truman Middle School](#) (816) 671-4400

Elementary Schools

- John Wachtel, [Carden Park Elementary](#) (816) 671-4160
- Cindy King, [Coleman Elementary](#) (816) 671-4100
- Thomas Evans, [Edison Elementary](#) (816) 671-4110
- Sarah Stapleton, [Ellison Elementary](#) (816) 671-4120
- Jaimee Lawrence, [Hosea Elementary](#) (816) 671-4180
- Holly Brady, [Hyde Elementary](#) (816) 671-4210
- Gary Murphy, [Lindbergh Elementary](#) (816) 671-4250
- Dr. Jessica Lindsay, [Oak Grove Elementary](#) (816) 671-4290
- Amanda Ueligger, [Parkway Elementary](#) (816) 671-4310
- Heather Gladhart, [Pickett Elementary](#) (816) 671-4330
- Darla Hunt, [Robidoux Elementary](#) (816) 671-4350
- Dr. Becky Evans, [Skaith Elementary](#) (816) 671-4370

Other Schools

- Chris Gagnon, [Hillyard Technical Center](#) (816) 671-4170
- Toni-Lynn Gardner, [Lake Contrary Early Learning Center](#) (816) 671-4009
- Julie Coon, [Mark Twain Early Learning Center](#) (816) 671-4270
- David Chaney, [Webster Learning Center](#) (816) 671-4072

Message From the Superintendent



St. Joseph School District Community,

It is with great excitement and gratitude that I welcome you to the 2026–2027 school year! I am honored to continue serving as Superintendent and to work alongside dedicated staff, families, and community members who are committed to the success of our students.

Over the past year, our district has experienced significant change. Change can often bring uncertainty, but it also creates opportunities for growth, reflection, innovation, and progress. Growth does not happen by standing still. It happens when people are willing to adapt, work together, and remain focused on a shared purpose. As we continue moving forward, our strength comes from our ability to embrace change while staying grounded in the values and relationships that define who we are as a district and community.

This year, we are continuing our theme: “**We Believe in St. Joseph.**” We are intentionally carrying this message forward because belief remains foundational to our work. Belief in our students gives them confidence to achieve more than they thought possible. Belief in each other strengthens our schools and our community. Belief in our mission keeps us moving forward, even during challenging times. When a community comes together with a common purpose, united by hope, trust, and belief in what is possible, we create the conditions for lasting success for our students and schools.

As we move forward this year, we remain guided by our mission of **preparing students for a successful future** and our vision of **empowering every learner, every day**. These guiding principles continue to shape our work and reflect our belief in every student’s ability to learn, grow, and thrive. Our commitment is strengthened through the values outlined in our Portrait of a Graduate: communication, problem solving, respect, courage, and engaged citizenship. These values guide how we teach, lead, support one another, and prepare students for success beyond our classrooms.

In St. Joseph, we are a community that supports one another, works through challenges together, and believes in the power of education to transform lives. Each of you plays a vital role in this mission, and I am deeply grateful for your dedication and commitment to our students.

We Believe in St. Joseph. Together, we are the strength that unites our community.

Respectfully,

Dr. Ashly McGinnis, Superintendent

Section 1 – General Information

Access To Student Information

Parent and Eligible Student Access

All parents may inspect and review their student's education records, seek amendments, consent to disclosures and file complaints regarding the records as allowed by law. These rights transfer from the parent to the student once the student becomes an eligible student; however, under the Missouri Sunshine Law, parents maintain some rights to inspect student records even after a student turns 18. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified. If a parent or eligible student believes an education record related to the student contains information that is inaccurate, misleading or in violation of the student's privacy, the parent or eligible student may use the appeals procedures created by the superintendent or designee to request that the district amend the record. The district will annually notify parents and eligible students of their rights in accordance with law.

Directory Information

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

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

The school district designates the following items as directory information.

General Directory Information

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

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

Limited Directory Information

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

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

Opt-Out Procedures

If a parent, guardian, person acting as a student's parent in absence of a parent or guardian, or the student (if 18 or older) does not want the district to release the information listed above, they must notify the district in writing within ten (10) days of receiving this handbook. Pursuant to federal law, military recruiters and institutions of higher education may request and receive the names, addresses and telephone numbers of all high school students, unless their parents or guardians notify the school not to release this information. Please notify the district if you do not want this information released.

Law Enforcement Access

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

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

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

Children's Division (CD) Access

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

Military and Higher Education Access

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

Attendance Areas

In accordance with Policy [JCB](#), all students must transfer between district schools when their residence changes to a different attendance area, unless exempted by the superintendent or designee. Further, the district maintains the ability to transfer students between schools as needed.

All requests must be submitted to the Enrollment Center using the Transfers Within the District form. Once submitted, it will be reviewed by the Director of Student Services and Transfer Committee, and the decision will be provided to the parent, school of origin, and school of requested placement. Transfer decisions will follow the provision in Board Policy JCB.

Transportation will not be provided to students transferring to schools outside the student's attendance area, unless required by law.

Breakfast & Lunch Program

The St. Joseph School District has established nutrition guidelines consistent with the Missouri Eat Smart nutrition guidelines ([Board Policy ADF](#)). The district's nutrition guidelines address breakfast, lunch and after school snack programs; à la carte food items; vending machines; school stores; fundraisers; classroom parties and environmental factors. Visit [Nutrition Services](#) for additional information.

Allergy Prevention

Parents are encouraged to become familiar with these guidelines and check with school personnel prior to purchasing birthday treats or snacks for distribution to students other than their own child. Review [Board Policy JHCF](#) to learn about student allergy prevention and response in the SJSD.

Meal Prices

Breakfast and lunch service is available at our schools. Breakfast costs \$1.45 for students and \$2.00 for adults. Lunch costs \$2.90 for elementary students, \$3.10 for secondary students and \$3.60 for adults. Ala carte items are available for additional cost.

Online Payment

Visit [School Cafe on the Nutrition Services webpage](#) to access student accounts. You can monitor student balances and make online payments through this account. Please note, there is a convenience fee of 4.75% per transaction. That fee is approximately \$1.20 for a \$25.00 payment to the student account.

Cancellations & Emergency Closings

Decisions about school closings are typically made by the administration by 6:00 a.m. If possible, we will try to make the decision the night before. We will communicate with you through several sources, please don't rely on a single source:

- Phone call, email, and text message through [ParentSquare](#)
- District Facebook
- District website
- Local television and radio stations
- Channel 13 (Optimum Cable)

An announcement will be made if remote learning will be conducted on inclement weather days. Expectations for snow/inclement weather days will be communicated to your student(s) by their schools. Any questions about schoolwork should be emailed directly to teachers. [Click here for additional information on remote learning.](#)

Change Of Address or Phone Number

Please notify your student's school immediately if you have a change of mailing address, email address or telephone number (home, work, mobile).

Check Policy

Personal checks are welcome at the St. Joseph School District. The district retains a collection service to recover all bad checks. When paying by check it is important that the check writer is aware that they are authorizing any dishonored checks to be collected electronically from their account along with a minimum service fee of \$25.00. The check writer is also responsible for all other collection costs.

Communication in the District

Most questions can be addressed at the building level. If further assistance is needed, contact the appropriate individual at the district office at (816) 671-4000.

If you have a question or concern involving your child, please follow the chain of command below or reference the Point of Contact Chart:

1. Teacher
2. Building Administrator
3. Director
4. Assistant Superintendent
5. Superintendent
6. Board of Education



TOPIC	1 st CONTACT	2 nd CONTACT	3 rd CONTACT	4 th CONTACT	5 th CONTACT
Academics and Programming	Teacher	Principal	Director or Assistant Superintendent	Superintendent	School Board
Behavior and Discipline	Teacher	Principal	Director	Superintendent	School Board
Special Education	Teacher or Case Manager	Process Consultant or Principal	Director of Special Programs	Assistant Superintendent or Superintendent	School Board
Athletics and Activities	Coach or Sponsor	Activities Director	Principal or Director	Superintendent	School Board
Transportation	First Student Bus Company	Principal	Director of Student Services	Superintendent	School Board
Nutrition Services	Director of Nutrition Services	Assistant Superintendent	Superintendent	School Board	
Facilities	Principal or Supervisor	Director	Assistant Superintendent	Superintendent	School Board
District Policies	Principal or Supervisor	Superintendent	School Board		
Grievances	Principal or Supervisor	Director or Assistant Superintendent	Human Resources	Superintendent	School Board

Community Flyers

Please contact communications@sjsd.k12.mo.us if you are interested in distributing a community flyer to students in the district. The district's Communications Department must approve all flyers.

The district follows [Board Policy KI](#) when approving flyers. Please see the policy for guidelines on appropriate flyers.

Parent Access to Student Records

PowerSchool is a web-based student information system that allows educators, parents and students to share information. PowerSchool allows parent access to their student's grades and lunch balances. For information, or to set up a PowerSchool account, please contact your child's school. Visit [PowerSchool](#) to log in to your account.

Library Book Notifications

Parents have the ability to receive daily email notifications regarding the materials their child has checked out of the school library. Parents wishing to receive these daily emails should contact their child's school to activate this feature. Additionally, restrictions may be placed on a student's library account at the request of the parent/guardian.

Prohibition of Bullying & Retaliation

General

In order to promote a safe learning environment for all students, the St. Joseph School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students ([Board Policy JFCF](#)).

Bullying

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

Cyberbullying

A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day

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

Designated Officials

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

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

Reporting Bullying

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

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee. If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

The St. Joseph School District uses [Sprigeo](#) at every school to collect anonymous reports of bullying. Links to Sprigeo are located on each school's website. Reports are electronically sent to the building principal and our district's Director of Student Services.

Investigation

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

Training and Education

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

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

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

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

School counselors, social workers, mental health professionals, school psychologists or other

appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

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

Required Statewide Assessment

Public and charter schools in Missouri are required by the Department of Elementary and Secondary Education (DESE) to adopt the Missouri Learning Standards and gauge student mastery through the Missouri Assessment Program (MAP) assessments. In accordance with DESE requirements, the SJSD requires enrolled students to participate in state assessments.

[Board Policy IL-1](#) does not provide provisions for student opt out actions with state assessments nor does Board Policy allow for an appeals process in these cases.

SJSD parents may not opt a student out of state assessments or out of reporting associated with state assessments. Enrolled students will be expected to participate in state assessments. As scheduled, testing will be the educational programming provided during that school day and time, no alternate setting or activity will be provided to students by SJSD educators during state assessment administration. Additionally, absences on testing days will be indicated on the student progress report(s)/grade cards(s) and/or student record.

School Safety & Security

Reporting Concerns

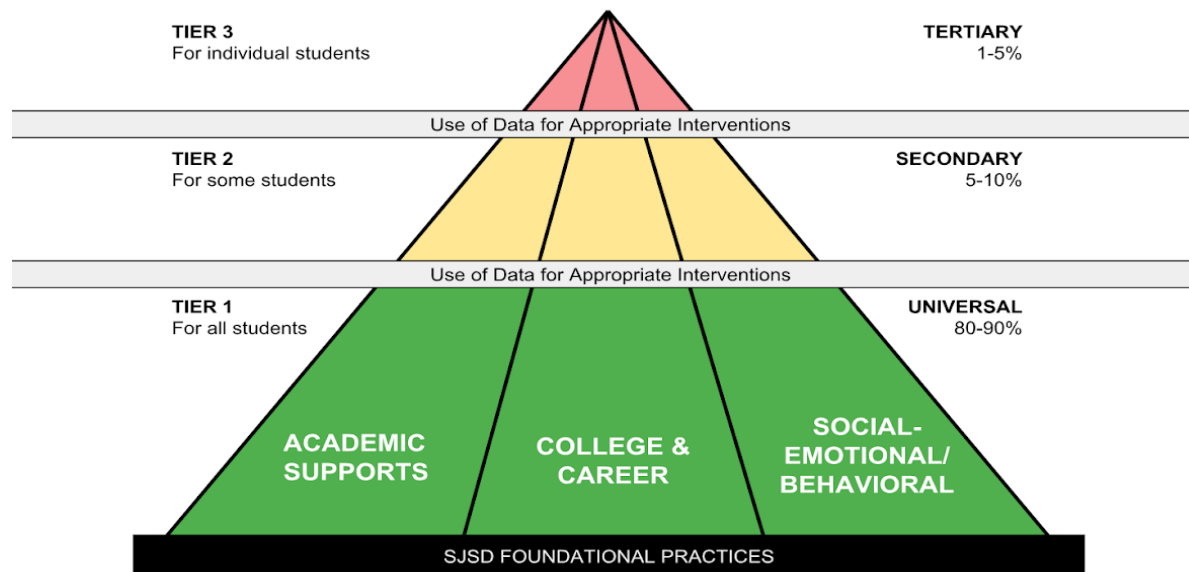
Students, parents and staff members are highly encouraged to report all dangerous and potentially dangerous situations and or events directly to an administrator or to the school resource officer (SRO). Such situations include, but are not limited to: threats, harassment, bullying, acts of violence, drug activity or the possession of weapons on school property.

Safety Patrols for Elementary

To help ensure the safety of students who walk to and from school, elementary schools may have upper elementary students serve as school safety patrols. Students who serve as patrols will be selected based on established criteria, which may vary from school to school. Student safety patrols will be under the direction of the school's safety patrol sponsor. Safety patrols will be trained by the District Safety Patrol Officer of the St. Joseph Police Department.

Student Interventions & Support

The Multi-Tiered System of Support (MTSS) framework is an effective and efficient approach to improving educational outcomes for students. MTSS is driven by systematic data collection about student progress that prompts evidence-based intervention for those who fall behind in development of academic and/or behavioral skills. Intervention is provided in tiers of increasing intensity to those who need it.



The SJSD has implemented a system of layered support for students in the areas of academics, college and career readiness, and social-emotional/behavioral wellness. Building Multi-Tiered System of Support (MTSS) teams monitor student data on a regular basis and identify interventions to address identified need.

Student Supervision Before & After School

Student supervision will be provided by district staff 20 minutes before the start of the school day and 10 minutes after school. Students will have no access to the building or be supervised before or after these designated timeframes unless enrolled in a before/after school childcare program or participating in a school sponsored activity. Please check with your child's school for their start and end time to ensure your child is properly supervised. These minutes may be adjusted as authorized by administration.

Transportation Services in the SJSD

Students, parents/guardians, bus drivers and school officials must work together to provide for the safe transportation of students. The school buses, bus stops, and all other forms of

transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering and riding district transportation. Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. No medications should be sent with students on district transportation but instead dropped off the child's school by a parent or guardian.

All preschool, kindergarten, and first grade students must have a responsible party at the stop to be released from the school bus; otherwise, they will be returned to the school.

Please contact the First Student Bus Company at (816) 273-0041 if you have any questions about transportation.

Visitors to District Property/Events

[Board Policy KK](#)

Parents/Guardians and patrons of the district are welcome to visit district schools and attend district events; however, all visitors during business hours, including Board members, must sign or check in at the building office prior to proceeding elsewhere in the building. The district discourages parents/guardians or others from using district property or events as places for visiting students and may refuse the use of district property for that purpose.

The principal or designee of each school building will post appropriate signs to direct visitors to designated doors nearest the building office. It is the responsibility of all district employees to direct visitors to the office and report any person in violation of district rules.

In accordance with [Board Policy KKB](#), audio and visual recording on district property is prohibited.

The Board and administration will not tolerate any person whose presence disturbs classes or district activities or hinders the instructional process. Visitors to district property may not possess weapons, including concealed weapons, on district property, on district transportation or at any district function or activity sponsored or sanctioned by the district unless the visitor is an authorized law enforcement official or is otherwise authorized by Board policy.

[Guidelines for Visitors](#)

- All visitors during business hours, including Board members, must sign or check in at the building office prior to proceeding elsewhere in the building. The district will follow local health department guidelines as it pertains to visitor access and procedures.

- All visitors will be screened through a visitor management process. Information and frequently asked questions about this process can be found under [Visitor Information](#).
- A parent contacts the building principal for permission, providing a reason for the visit. If the request involves observing a student with an IEP or 504 Plan, or if the student is in the process of an educational evaluation, the principal discusses the request with the Special Programs Department.
- A building principal arranges a mutually agreed upon time for the visit/observation, based upon the teacher/classroom schedule.
- If the purpose of the visit is for a professional observation (by a non-district person) or related to a high school career class or higher education assignment, a Confidentiality Statement will be signed by the observer. If the observation is for a specific student, a signed Release of Information (by parent or guardian) will be provided to the building principal.
- To prevent the interruption of the instructional process, the length of the visit will be held to a minimum. If the observation involves a student with an IEP, a 504 Plan, or one in the process of an educational evaluation, the observation will not extend 2 hours and a member of the Special Programs staff may be present for the duration of the observation.

Volunteers in the Building

[Board Policy IICC](#)

The Board endorses a volunteer program and expects its professional staff to encourage and strengthen community and parent involvement in the schools. Volunteering in the district is a privilege, not a right. The district will conduct screening and criminal background checks before any volunteer is placed in a position where he or she will be left alone with a student. The district may decline the services of any volunteer for any legal reason. All information collected on volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment. Volunteers will work under the direction and supervision of district staff.

Section 2 – Student Information

Attendance Information

There is no substitute for a missed instructional opportunity due to chronic absence.

The early years of elementary school are essential to develop literacy, numeracy and social skills ([Applied Survey Research, 2011](#)). According to Sparks (2011), "a student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time." If poverty is added as a factor then the below grade level student is 13 times less likely to graduate on time than their proficient or wealthier peer ([Sparks, 2011](#)). Poor attendance during the elementary years widens skill gaps that may prove difficult to impossible to overcome through remedial efforts ([Attendance Works, 2014](#)). Research indicates that absenteeism in middle and high school can accurately predict high school dropout rates ([Balfanz & Chang, 2016](#); [Ginsburg, Jordan & Chang, 2014](#)).

Habits such as regular school attendance become lifelong habits that inform workforce readiness in later years. Regular school attendance is critical for our children's future economic well-being. Statistics from the [Bureau of Labor Statistics](#) suggest a strong correlation between educational attainment, employment, and weekly earnings.

Missing School Adds Up Quickly

The impact of missing school is more than you might expect. Review the table below to see how quickly chronic absenteeism can negatively impact student learning.

Attendance during one school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10	2 weeks	70
90%	17	3 weeks	119
85%	25	5 weeks	175
80%	34	7 weeks	238
75%	42	8 weeks	294
70%	51	10 weeks	357
65%	59	12 weeks	413

The Compulsory Attendance Law

Regular school attendance is [compulsory by law](#) (Sections 167.031). The law requires all children within the compulsory attendance age to regularly attend a public, private, parochial, parish,

home school or a combination of such schools for the duration of the entire school term. The compulsory attendance age is between 7 and 17 years of age ([Board Policy JEA](#)).

State Requirement

The Missouri requirement for school attendance is for 90% of students to be in attendance 90% of the time. Continued absences of those under 17 years of age will be handled in accordance with the law. School administrators and teachers are expected to enforce the law (Section 167.11) and Board Policy ([JEA](#), [JEC-1](#), [JED](#), [JEDB](#)) regarding attendance. In line with this requirement, the District considers school attendance of at least 90% to constitute “regular attendance” for purposes of the Compulsory Attendance Law. An explanation of this requirement, and how parents will be notified of absences, is included below under the headings, “Attendance Requirements” and “Parent Communication.”

District Expectations

Once enrolled in the district, the district expects the student to attend regularly and for the student's parents/guardians or other adults having charge, control or custody of the student, to communicate regularly and honestly with the district regarding the student's absences. Holding students and their parents/guardians responsible for attendance is part of the district's larger mission to train students to be productive citizens and employees. In accordance with Policy JED, district administration has developed clear and reasonable attendance standards and will consistently enforce consequences for chronic absenteeism.

PK-12 Student Attendance Goal

Every student sets a goal to miss no more than 5 days of school during the school year. Meeting that goal will support readiness for college, career, and success as a young adult.

Reporting to Local or State Authorities

The district will contact the Children's Division (CD) of the Department of Social Services or the Buchanan County Prosecuting Attorney's office in cases where the district has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents/guardians or that parents/guardians are in violation of the compulsory attendance law. No such action will be taken unless other strategies and interventions have been implemented and proven ineffective.

Attendance Reporting Procedures

A comprehensive system of attendance records will be maintained for each student. Each teacher is responsible for the accurate reporting of daily attendance in the classroom. The building Principal is responsible for supplying information to parents in regard to student absences, and for submitting attendance information to the Superintendent's Office.

Daily Absence Reporting

Parents should notify the school each day a student is absent. Parents/guardians and students should follow the same guidelines for return to school.

If the parent, for some reason, fails to notify school, the school may contact the parent. Students who miss school and fail to provide verbal or written verification of the absence will be marked as “unverified.” All absences, except those for school-sponsored activities, will count against a student’s hours absent. The district encourages doctor and dental appointments to be made after school hours to avoid missing instruction. Students who leave school during the school day without prior parental consent and without checking out through the appropriate office will be considered truant. Students must have parental consent and check out of school through the office.

Make-Up Work Due to Absence

Students are responsible to find out what class assignments or homework assignments they missed and then complete the work or attend lessons. When absences are anticipated, the student is to contact his/her teacher(s) to determine what assignments or lessons are to be completed during the absence. It is the student’s responsibility to check with his/her teacher(s) as to work or lessons missed during the absence and the procedure to follow. When absences are due to school business, students are responsible for contacting their teacher(s) as to work or lessons missed and procedures to follow in order to complete class assignments by expected due date.

Attendance Requirements

As stated above, under § 167.031, RSMo., a parent, guardian, or other person who enrolls a child in public school are required to ensure that child attends school regularly. The district considers a student to have attended school regularly if they maintain an average 90% or higher attendance rate, based on actual hours of attendance. Absent codes will lower attendance rate. Absences resulting in an attendance rate of less than 90% will be referred to the appropriate authorities for review and appropriate action. Your student’s attendance rate will be calculated on a daily basis.

Additionally, the A+ Schools Program requirement is for students to attain 95% attendance.

Attendance Codes

Absent Codes:

- **UNV**: Unverified-no communication by parent/guardian
- **ABT**: Absent - Student is not present at school, communication provided by parent/guardian
- **LGL**: Legal - Student was summoned to court either for self or for others. Documentation will be required.
- **MED**: Medical - Student is absent due to doctor/dentist/hospital visit for student. Documentation will be required.

Present Codes:

- **WLC**: Webster Learning Center-Student is suspended to alternative learning at Webster Learning Center
- **HOM**: Homebound - Student is home but receiving district tutoring; 5 hours per week and documentation required.
- **ISS**: In School Suspension - Student is suspended but still receiving supervision at school
- **SCH**: School Business - Student is under the supervision of a certified staff member in an educational setting comment required
- **NIC**: Not in Class-student is not present in class, but with other school personnel in the building.
- **SUS**: Suspension - Student was suspended/expelled.
- **TDY**: Tardy - Student arrives late but within the 10-minute tardy window

Parent Communication

Regular communication will occur throughout the year to inform parents of their child's attendance. The teacher or office personnel will document the date of the communication and ascertain the reasons for absences. Further, after school starts, the first time a student's attendance percentage is below 90%, parents will be contacted by the school. If this communication does not result in improved student attendance, parents will be required to meet with school officials. If the student's attendance still does not improve, the Buchanan County Prosecutor's Office will be notified to enforce compulsory attendance statutes.

Parents and students can monitor the record of student attendance in each semester class through the PowerSchool Portal. Progress reports with a record of attendance will be sent home each semester. Additional attendance updates may be mailed home if a student has an emerging pattern of absenteeism within a semester, as outlined in the above, "Parent Communication" section.

MSHSAA Attendance & Activities Eligibility (Grades 7-12)

If a student misses class on the date of a contest, competition, or after school event without being excused by the principal, he/she shall be considered ineligible to participate or attend on that date. The attendance and eligibility guidelines below can also be found in the [SJSD Athletic Handbook](#).

School Attendance: If a student misses class on the date of a contest without being excused by the principal, he/she shall be considered ineligible on that date.

- All students who represent the school in activities must attend school for the full day of classes in order to participate.
- A full day of attendance is defined as being in school no more than 15 minutes after the first-class period of the day begins.
- If a student is absent from class without being excused by the principal, the student shall be considered ineligible on that date.
- Students must be in regular attendance for the full day of the activity scheduled unless the activity is in another city and it is necessary that the student be absent for travel and participation, or if the activity is scheduled on a date when school is not in session.
- An absence will prevent the student from participating on the day of the absence and it will prevent the student from competing until a full day of classes has been attended.

Conduct on School Transportation

All persons riding in school districts or contracted transportation vehicles shall adhere to the following rules. The driver, sponsor or chaperones are to follow the school bus discipline procedure for student violations of this procedure, and students who violate these rules may be denied access to school transportation for a specified period of time in relation to the severity of the violation. Video cameras may be in operation on the school buses.

1. Bus riders shall be at the designated loading point before the bus arrival time.
2. Bus riders shall wait until the bus comes to a complete stop before attempting to enter.
3. Riders must not extend arms or heads out of the windows at any time.
4. Aisles must be kept cleared at all times.
5. All bus riders shall load and unload through the right front door. The emergency door is for emergencies only.
6. A bus rider will depart from the bus at the designated point unless written permission to get off at a different location is given to the driver.
7. All Kindergarten and First Grade students must have an adult at the bus stop.

8. Bus riders who do not load the bus at the designated time and location for three consecutive days (without notifying the driver or bus company) will not be allowed to ride the bus again until a meeting with the building principal and bus company staff is held and a plan is made to resume riding the bus.
9. Riders of contracted alternative transportation need to notify the contracted service company of days or times (AM or PM) not riding the bus to or from school. Please contact SJSD Student Services to obtain the phone number to call. After three times of this call not being made, the alternative transportation will be discontinued and a meeting with the Student Services Director will need to be arranged to resume transportation.
10. A rider may be assigned a seat by the driver or by a building administrator or designated staff member.
11. Riders who damage seats or other equipment beyond reasonable repair will be required to reimburse the district for the cost of the repair or replacement before the student is able to resume riding the bus. This will be designated by the bus company manager and district or building administrator. Other restitution may be required to resume riding the bus.
12. Riders are not permitted to leave their seats while the vehicle is in motion.
13. Permission to open windows must be obtained from the driver.
14. Classroom conduct is to be observed by students while riding the bus except for ordinary conversation.
15. The driver is in charge of the students and the vehicle, and the driver is to be obeyed promptly and courteously.
16. A bus rider who must cross the roadway to board or depart from the bus shall pass in front of the bus (no closer than 10 feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
17. Students shall not throw objects about the vehicle nor out the windows.
18. Students shall keep feet off the seats.
19. Items sent to school will not be allowed on the bus home (e.g. flowers, balloons, glass bottles, food, and drinks).
20. No medications shall be in a student's possession on the school bus, unless there is a written doctor's order for permission to carry (emergency medication only). Medications should be delivered by the parent or guardian to the school nurse.
21. The student discipline code will apply to students using school transportation services. This includes conduct occurring at or in the close vicinity of a bus stop while students are waiting for the bus, or immediately after the students have disembarked.

Distribution of Noncurricular Publications

Board Policy IGDBA

Guidelines: Students may distribute, at reasonable times and places, unofficial material, including but not limited to petitions, buttons, badges, or other insignia. If the district allows students to use its technology resources for non-curricular purposes, any exchange of unofficial material which is delivered or accessed using district technology resources is also subject to this policy. However, students cannot distribute expressions which:

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

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

1. Name and phone number of the person submitting the request.
2. Date(s) and time(s) of day of intended distribution.
3. Location where material will be distributed.
4. The grade(s) of students to whom the distribution is intended. Within 24 hours of submission, the principal (or his or her designee) will render a decision whether the material violates the Guidelines in Section I or the time, place and manner restrictions in Section III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial.

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

Dress Code Standards

[Board Policy JFCA](#) and [JFCA-AP1](#)

The purpose of the dress code is to encourage students to focus on the learning process without the distractions of unsuitable dress and grooming, as well as developing good habits that will lead to “dressing for success” in college and career. Students shall maintain a clean, orderly appearance at all times. The responsibility for the personal appearance of the student rests with the parent/guardian and the student. Personal appearance shall not disrupt the educational process. A student who is dressed appropriately is demonstrating a respect for self and others, as well as contributing to a safe and orderly learning environment.

The following establishes the minimum acceptable standards for student dress to be interpreted and enforced by the principal or designee. Each principal has the authority with his or her staff and community, as permitted by Board policy, to establish additional standards at individual schools.

For example, but not limited to:

Footwear must be worn at all times. Sandals are acceptable if safe and securely worn. Hoods are not to be worn in the building at any time. Headgear that creates a distraction from student learning or engagement can not be worn. Headgear relating to religious practices or medical treatment is allowed.

- Clothing that advertises substances such as alcohol, cigarettes, drugs and violence is not permitted.
- Clothing and accessories that refer to sexual connotations, obscenities, or is suggestive in any way is not permitted.
- Any clothing that exposes undergarments, a bare midriff, shoulder or back, or is otherwise revealing, is not permitted.
- Shorts that are inappropriately short are not permitted.
- Heavy or lengthy chains are not to be worn at any time.
- For safety/student identification purposes, students may not wear hoods over their head while inside the school building during school hours.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. Failure to comply may result in disciplinary action.

Dress Guidelines for Physical Education Class

Elementary School

Students do not dress out for physical education in elementary school. Students are expected to attend physical education class wearing clothing that is appropriate for physical activity. Tennis shoes or similar soft sole shoes are required. Jewelry that may interfere with participation or cause a safety issue should be removed before participation in class.

Middle School & High School

Students have the option to dress out in shorts, T-shirt and tennis shoes for physical education. Tennis shoes are required. Uniforms are not required. In some schools, school shirts and shorts may be purchased for wear in physical education.

Team uniforms and cheerleading outfits are not appropriate for physical education and should not be worn during physical education class. Jewelry that may interfere with participation or cause a safety issue should be removed before participation in physical education class.

Drug Free Schools Policy

Board Policy JFCH

The St. Joseph School District is concerned with the health, welfare and safety of its students. Therefore, use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property, in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purpose of this policy a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, § 195.010, RSMo., and in schedules I, II, III, IV and V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c).

Students may only be in possession of medication as detailed in [Board Policy JHCD](#). Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or

other discipline in accordance with the district's discipline policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with [Board Policy JGE](#).

Health & Wellness

Please visit the [Health Services webpage](#) to learn more about district health and wellness policies and procedures. Topics and resources address the following: allergy and asthma, bed bugs/lice, CPR/AED information, diabetes, emergency medication, health curriculum, hearing and vision, homebound information, immunizations, medication, safety and accidents, scoliosis, seizures, and sports physicals.

Medication Given to Students at School

Giving medication to children at school is an important and serious situation. State law establishes precautions needed to make sure medicine given at school is done safely. Please review the procedure below and take all necessary steps should your child require medication during school hours. Working together to follow the law and provide safe distribution of medication is the goal of the St. Joseph School District Health Services.

Medications will be given during school hours when absolutely necessary. We encourage dosage schedules which allow medicine to be taken before and after school. When this is not possible, your school nurse will follow the guidelines stated below when administering medication to your child at school. On occasion, someone other than the school nurse may dispense medication to your child (i.e., during field trips, lunch periods, etc.). These personnel will be trained and guided by a nurse.

MEDICATION GUIDELINES

1. All prescription medications must have an Authorization for Prescription Medication Form completed by the physician and parent and returned to the school nurse.
2. All prescription medication must have a label attached by the pharmacist/physician. This includes inhalers. The label must include:
 - a. The child's name
 - b. Name of medication
 - c. Dosage of medication
 - d. Name of physician

3. All non-prescription “over the counter” medication should be sent in the original container. The Over-the-Counter Medication form should be completed by the parent and given to the school nurse.
4. The child’s name should be on the medication container.
5. Only the instructions listed on the medication container will be followed unless a physician requests (in writing) different instructions for administering the medication.
6. Any change in the time of dosage of prescription medications must be accompanied by a written request from a physician, or a new long term medication form completed.
7. It is recommended that only a 30-day supply or less be brought to the school for daily medication administration. Staff will be responsible for tracking the count of controlled substances.
8. Medications should NOT be sent with children on the bus unless there has been a physician’s note that it is necessary and this written permission is turned into the nurse’s office. Parents/guardians or a responsible adult on the child’s contact list should bring medications to the health office at school and then pick up unused medication at the end of the school year, or if medication is no longer required.
9. The St. Joseph School District does not provide any medications for students. This includes medications such as Tylenol, ibuprofen, decongestants, sunscreen, and antacids.

Medications administered to students will be the responsibility of the school only if the district’s student medication policy is followed. See [Board Policy JHCD](#).

Communicable Diseases

[Board Policy EBB](#)

The St. Joseph School District School Board recognizes its responsibility to protect the health of students and employees from the risks posed by communicable diseases. The Board also has a responsibility to protect individual privacy, educate all students regardless of medical condition and treat students and employees in a nondiscriminatory manner.

Immunization

In accordance with law, students cannot attend school without providing satisfactory evidence of immunization, unless they are exempted from immunization.

Universal Precautions

The district requires all staff to routinely employ universal precautions to prevent exposure to disease-causing organisms. The district will provide the necessary equipment and supplies to implement universal precautions.

Categories of Potential Risk

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

Students or employees infected with chronic communicable diseases that do not pose a risk of transmission in school or at school activities (such as, but not limited to, hepatitis B virus or HIV) shall be allowed to attend school or continue to work without any restrictions based solely on the infection. The district will not require any medical evaluations or tests for such diseases.

Exceptional Situations

There are certain specific types of conditions, such as frequent bleeding episodes or uncoverable, oozing, skin lesions that could potentially be associated with transmission of both bloodborne and non-bloodborne pathogens. In the case of students, certain types of behaviors, such as biting or scratching, may also be associated with transmission of pathogens.

Students who exhibit such behaviors or conditions may be educated in an alternative educational setting or, if appropriate, disciplined in accordance with the discipline code. In the case of a student with a disability, the Individualized Education Program (IEP) team or 504 team will make any change of placement decisions.

Employees who exhibit such conditions will not be allowed to work until the condition is resolved or appropriately controlled in a way that minimizes exposure.

Confidentiality

The superintendent or designee shall ensure that confidential student and employee information is protected in accordance with law. Medical information about an individual, including an individual with HIV, will only be shared with district employees who have a reasonable need to know the identity of the individual in order to provide proper health care or educational services. Examples of people who may need to know a student's medical information are the school nurse and the IEP or 504 team if applicable. An example of an individual who may need to know an employee's medical information is the employee's immediate supervisor, if accommodations are necessary.

All medical records will be maintained in accordance with law and Board policy. Breach of confidentiality may result in disciplinary action, including termination.

Reporting and Disease Outbreak Control

Reporting and disease outbreak control measures will be implemented in accordance with state and local law, DHSS rules governing the control of communicable diseases and other diseases dangerous to public health, and any applicable rules distributed by the appropriate county or city health department.

Notification

Missouri state law provides that superintendents who supply a copy of this policy, adopted by the district Board of Education, to DHSS shall be entitled to confidential notice of the identity of any district student reported to DHSS as HIV-infected and known to be enrolled in the district. Missouri law also requires the parent or guardian to provide such notice to the superintendent.

Health Information Forms

Students are required to have a current health information form in PowerSchool as part of the enrollment process.

It is important for parents or guardians to inform the school nurse of special health conditions which may be a concern or necessitate emergency care at school. Current signed healthcare provider orders and a signed release of information will be required each school year to assure quality health care for students needing skilled nursing services at school. School nurses will share information that may constitute an emergency at school or impact a child's education with other St. Joseph School District staff members on a need to know basis.

Immunization of Students

Board Policy JHCB

It is the policy of the St. Joseph School District that all students attending the district schools shall be immunized in accordance with law according to the health department's [Immunization Requirements](#). The district will not allow a student to attend school until the district has satisfactory evidence on file that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with law.

A student is exempted from obtaining immunizations if the district has on file the completed forms necessary to prove that the student will not be immunized for religious or medical reasons. An exemption for medical reasons requires certification by a licensed doctor of medicine or doctor of osteopathy that either the immunization would seriously endanger the child's health or life or that the child has documentation of laboratory evidence of immunity to the disease.

An exemption for religious reasons requires written certification from one (1) parent or guardian that immunization of the student violates his or her religious beliefs. This form can be obtained from the local health department or the State of Missouri DHSS website. Homeless students who cannot provide proof of immunization will be immediately enrolled, and the district's homeless coordinator will work with the students to obtain the necessary immunizations as soon as possible.

Students who are in the household of an active-duty member of the military and who cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to obtain the required immunizations or, if the immunization is a series, to begin the series.

The district will exclude from school all students who are not immunized or exempted as required by law. When immunization is in progress, failure to meet the next scheduled appointment constitutes noncompliance with the immunization law, and the student should be excluded from school immediately. The district must report to the Department of Health and Senior Services (DHSS) the names of any parent or guardian who neglects or refuses to permit a non-exempted student to be immunized. The district will also report to the Children's Division (CD) of the Department of Social Services any instance of educational or medical neglect.

Physical Examinations & Screenings

Board Policy JHC

The health screening programs of the St. Joseph School District are designed to examine the populations at highest risk at a time when early intervention has the most benefit. The following guidelines govern the district's health screening program:

1. The district will examine past screenings and assess them for effectiveness in order to ensure future screening programs effectively meet the needs of the district. The district plan for assessing the district's screening needs is: [The nursing staff should devise a written plan based on best practice recommendations, resources for screening and referral, and results of former screening programs.]
2. Based on the district's assessment plan above, the district's screening plan is:
 - a. Vision – Pre-K, 1, 3 & every other year as time allows, teacher referrals, new students
 - b. Hearing – Pre-K, referrals, grades 1, 3, 7, new students
 - c. Dental – Pre-K through eighth grade
3. The nurse will produce a calendar reflecting the approximate dates for screenings, re-screenings and screening follow-up that is coordinated with the overall school calendar.

4. The nursing staff will assist the superintendent or designee in identifying individual personnel to be utilized in the screening process.
5. The district will use the following procedures to notify parents/guardians of pertinent information pertaining to screening:
 - a. Communication to parents will include a description of the types of screenings the district will conduct, the timing for those screenings, and the process for excusing the student from a screening.
 - b. Newsletters and Worksite Notice – The district will provide notice of screenings and information about screenings and opt-outs through newsletters and postings.
 - c. Notes to Parents/Guardians – The nurse will send notes home with students to inform parents/guardians of upcoming screenings and information on opting their student out of the screenings. The nurse will notify parents/guardians of screening results.
6. The nurse will follow up on screenings with referrals, document it in students' health records and confidentially relay information to teachers as needed. Parents/Guardians who need to consult with district staff regarding the results of any screening should contact the school nurse.
7. Members of the nursing staff are responsible for monitoring the results of all screenings and notifying the special education department or other appropriate staff members if a student may need classroom adaptations, special education services or accommodations.

Nurse Office visits:

1. There will be a school nurse in every building daily unless a sub cannot be found. In that case, a staff member will be trained in medication administration.
2. Your student should come to school prepared to learn, without fever above 100*, vomiting, diarrhea and other illnesses described on the SJSD Health Services Website.
3. The nurse office is reserved for children who are taking medication, having medical procedures, and experiencing the following situations.
 - a. Bad breathing
 - b. Bleeding
 - c. Barfing (Vomiting)
 - d. Broken Bones
 - e. Burning up (Fever)
 - f. Bee Stings (Allergic Reactions of any kind)
 - g. Big Bumps (Significant head injury or swelling of any kind)

4. The goal of nursing staff is to provide care for students to be able to stay in school and learn to the best of their ability. They will send students home if their condition warrants.

Human Sexuality Curriculum

[Board Policy IGAEB](#)

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults.

Therefore, pursuant to the requirements of state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate. Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

Student Use of Technology Resources

[Board Policy EHB-AP1](#)

All student users and their parents/guardians must sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless otherwise excused by this policy or the superintendent or designee. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign or consent to the User Agreement without additional signatures. Students who do not have a User Agreement on file with the district may be granted permission to use the district's technology resources by the superintendent or designee.

See the [District Technology Handbook](#) for information about district technology and student device policies (responsible use, replacement costs, repair costs, etc.).

Section 3 – Student Achievement

Academic Achievement

Board Policy IK

The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's methods of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:

- Parents/Guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school. The Parent Portal in PowerSchool will inform parents of the following:
 - Summary of Current Grades (one grade per week) and Attendance
 - Detail Report Showing Assignment Scores for Each Class
 - Detail Report of Attendance
 - School Announcements
- Parents/Guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as is possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school district will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.
- When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

Grade Scale (Grades K-2)

Standards-based grading communicates how students perform on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to the learning targets. Standards-based grading reports what students should know and be able to do within each content area at each grade level.

Grade Scale (Grades 3-8)

Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

Grade Scale (Grades 9-12)

Grade	Percentage	Standard	Honors	AP, DC
A	94-100%	4.00	4.50	5.00
A-	90-93%	3.75	4.25	4.75
B+	87-89%	3.25	3.75	4.25
B	83-86%	3.00	3.50	4.00
B-	80-82%	2.75	3.25	3.75
C+	77-79%	2.25	2.75	3.25
C	73-76%	2.00	2.50	3.00
C-	70-72%	1.75	2.25	2.75
D+	67-69%	1.25	1.25	1.25
D	63-66%	1.00	1.00	1.00
D-	60-62%	.75	.75	.75
F	0-59%	0.00	0.00	0.00

The issuance of grades on a regular basis (minimum of one per week) serves to promote a process of continuous evaluation of student performance in the school district. Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.

Grade Scale Recognition Guidelines (Grades 9-12)

- All full-credit courses which carry 0.5 unit of credit for one semester will count in the GPA computation.
- A student's semester GPA will be derived by dividing total points earned in classes by the total number of full-credit courses in which the student was enrolled during the semester.
- Total points for the semester are obtained by adding the number of base points earned by the student during the semester.
- The cumulative GPA after any semester will be obtained by adding the total number of points earned in each of the previous semesters, including the semester just completed, and dividing the total number of full credit semester courses through the completing of the most recent semester. The maximum possible unweighted GPA at any time is 4.00.
- Class rank is based on a student's weighted GPA and assigned ordinarily for example, if two students are tied for the number 1 position; the next highest GPA is given the rank of number 3.
- Students in grades 9-12 may receive weighted credit in a maximum of 4 classes.
- Latin Honors, Top Ten Scholars, Valedictorian, and Salutatorian will be recognized in each graduating class. The Latin Honors Recognition qualifications are included below.
- To be recognized as the Valedictorian, Salutatorian, or Top Ten Scholars, a student must have attended the school the last four semesters. This student must have completed the maximum number of credits offered by their school each semester. Class rank and GPA are based on a weighted scale. In case of a tie for valedictorian, the school will not name a salutatorian. Please note, Top Ten Scholar recognition will use the valedictorian and salutatorian selection criteria.

Latin Honors Recognition (Grades 9-12)

The honors system below will be implemented in addition to current practices of a valedictorian, salutatorian, and recognition of the top ten grade point averages. Latin Honors recognition will be determined by the student's 7th semester final grades.

Summa Cum Laude

- 4.2 or higher GPA
- One of these:
 - ACT of 28 or higher
 - AFQT of 93 or higher
 - Platinum WorkKeys certificate
- 4 AP/DC credits or Missouri CTE certificate

Magna Cum Laude

- 4.0 – 4.19 GPA
- One of these:
 - ACT between 26-27
 - AFQT between 80-92
 - Gold WorkKeys certificate
- 3 AP/DC credits or Missouri CTE certificate

Cum Laude

- 3.7 – 3.99 GPA
- One of these:
 - ACT between 22-25
 - AFQT between 70-79
 - Silver WorkKeys certificate
- 2 AP/DC credits or Missouri CTE certificate

Academic Screening & Intervention

Ongoing Screening & Intervention (Grades K-12)

Varied assessments are utilized to assess the mastery of standards in mixed content, remediate skills, and monitor progress toward end of year benchmarks.

Building Multi-Tiered System of Support (MTSS) teams monitor student achievement data on a regular basis and identify interventions to address identified needs.

Annual Elementary Screening

SB 681 calls for the early assessment of students' reading skills and requires school districts to intervene with students who are reading below grade level. The law requires: (a) Assessment of students in grades K-3 (with some exceptions) to determine their reading level, (b) Individualized "Reading Success Plans" for students who are substantially below grade level in reading, (c) Additional reading instruction for students with Reading Success Plans, and (d) Possible retention of students, if they are reading below the third-grade level.

Promotion, Remediation as a Condition of Promotion, Acceleration, and Retention

Board Policy IKE

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

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

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

Promotion

Students will normally progress annually from grade to grade unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

Remediation as a Condition of Promotion

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

Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

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

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

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

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

Retention

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

If a student has a substantial reading deficiency at the end of third grade, the appropriate district staff will meet directly with the student's parents/guardians to discuss whether the student should be retained and will formulate a specific plan to remedy the student's reading deficiency.

Graduation Requirements

[Board Policy IKF](#)

The Board of Education for the St. Joseph School District establishes the following graduation policy and instructs the administration to develop all necessary procedures for proper implementation.

Requirements

1. Complete a total of 24 credits, including credits required by the State Board of Education (see below). See page 51 of this handbook for content specific graduation requirements.

Curricular Areas	Credits	Required Courses
English Language Arts	4.0	
Social Studies	3.0	World History, American History, American Government
Mathematics	3.0	Algebra 1 or Algebra II *College entrance requirements may require more units.
Science	3.0	Biology *College entrance requirements may require more units.
Physical Education	1.0	
Health	0.5	
Fine Arts	1.0	
Practical Arts	1.0	
Personal Finance	0.5	
World Languages	0.0	*College entrance requirements may require more units.
Electives	7	
Total Credits	24	

2. Pass proficiency exams concerning American history, American institutions, American civics, and the Missouri and U.S. Constitutions.
3. Successful completion in a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process.
4. Have earned credit in the St. Joseph School District's educational program between the ninth and twelfth grades.
5. Have taken all required end-of-course (EOC) exams.
6. Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking.

7. Complete ten hours of community service.
8. SJSD requires all seniors to complete at least one college and career readiness exam—either the ACT, WorkKeys, or ASVAB—prior to graduation.

Exceptions

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Act (IDEA) may be determined according to the student's individualized education program (IEP).
2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (see pages 6-9 of the [DESE Graduation Handbook](#)).
3. The district will waive the requirement to pass proficiency exams concerning American history, American institutions, American civics, and the Missouri and U.S. Constitutions for students who transfer from another state if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government and the electoral process. Such instruction must have been completed in grades nine through twelve.
4. Graduation requirements for foster care students will be modified or waived in accordance with law and [Board Policy IGBE-1](#).
5. Eligible students who successfully complete the Missouri Option Program will be awarded a High School diploma. Building administration is able to recommend students who are credit deficient and at risk of graduating for this program.

Additional Time - 5th Year Senior

When considering a senior who will not meet graduation requirements in time to graduate with their cohort in May.

1. If a student can meet the remaining requirements during summer school, enroll the student in the necessary summer course work. Students will graduate upon summer school completion.
2. If a student can earn the necessary credits to graduate by part-time enrollment during the first semester, please enroll the student. If the student needs more than part-time enrollment to meet graduation requirements during the first semester of his or her 5th year, strongly consider enrolling the student in the Missouri Option Program. Exceptions could be made for those students identified as receiving ELD and/or IEP services.

Earning Credit

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit. All courses that extend for the full term will be considered to be one-unit courses. Courses that extend for one-half the school term will be considered half-unit courses.
2. The St. Joseph School District recognizes units of credit obtained through accredited schools and school districts, including credits earned through correspondence courses or courses delivered primarily through electronic media, such as satellite video, cable video or computer-driven or online courses. For the purposes of this policy, an "accredited school" is the Missouri Course Access Program (MoCAP) or a private agency where students with disabilities are placed by a public school; or any school or school district accredited by DESE. If a school or school district is located in another state or country, that school or school district must be accredited by that state's or country's department of education, AdvancED, ISACS or the equivalent agencies.
3. Students may earn advanced-standing credit by successfully completing high-school level courses prior to entering the ninth grade. Advanced-standing credit may be counted toward meeting all graduation requirements, including state minimum requirements.
4. The district may waive one unit of academic credit in English language arts, math, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program.
 - a. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course.
5. In addition to the waiver of credit above, a student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course statewide assessment. Unless otherwise waived by law, students who substitute certain courses with agricultural or career and technical courses are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process.

6. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE.
7. The superintendent or designee may approve credit earned on a proficiency basis if a student is able to demonstrate mastery of the competencies for a particular course and if state requirements are met for a quality, competency-based credit system.
8. Students may earn credit by other means as approved by the Board and in accordance with law.
9. Credit recovery provides an opportunity for students who would otherwise fail a course to complete the requirements of the class. The content teacher will outline the deficiencies the student must correct in order to receive credit for the class. These courses are transcribed as pass/fail and will not count toward the students' GPA.
10. Students can earn high school credit for courses taken during summer school; however, these courses will not count toward your GPA or class rank.

Diplomas

Students will be awarded a diploma in accordance with this policy and as permitted by law. A student in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who transfers to the St. Joseph School District from another state at the beginning of or during his or her senior year who will not meet the graduation requirements of the St. Joseph School District by the end of the senior year will receive a diploma from the sending school district if the student is able to meet the graduation requirements of the sending district.

Representatives from the St. Joseph School District and the sending district will work with the student to facilitate this alternative. If the sending district refuses to cooperate, the St. Joseph School District will use best efforts to allow the student to graduate by the end of the senior year. Foster care students will be awarded a diploma in accordance with law and [Board Policy IGBE-1](#). Students who complete the district's graduation requirements while under the jurisdiction of the juvenile court will be awarded a high school diploma even if the student completes the requirements in a different school district. In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education.

Content Specific Graduation Requirements

English Language Arts

Four units of credit shall include written and oral expression, language structure, and literature. Instruction in basic reading skills may be counted as one-half unit in meeting the English Language Arts requirement.

Social Studies

Three units will be required and shall include one unit covering the history and culture of the other nations of the world, one unit of American History, and one-half unit on the functions and structure of American government. Students will be required to earn one credit of world history, one credit of American history, and a half credit of American Government

Mathematics

Three units of credit will be required. Algebra 1 or Algebra II are required during high school.

Science

Three units of credit will be required: one unit must be completed in a life science course; one unit in a course addressing the principles of chemistry, and one additional unit of science. The completion of 2 years of agricultural science at Hillyard Technical Center can satisfy the requirement for the third science credit.

Physical Education

One unit is required. JROTC may be counted in lieu of physical education credit.

Health

One-half unit will be required. The health course is to be taken during their junior year or during summer school extended learning. Since health is included in JROTC, this requirement will be waived for those who elect to use JROTC for the physical education credit.

Fine Arts

One unit of credit will be required. This credit may be obtained by taking a unit course or two one-half unit courses. Music, art, or drama may be counted as fine arts.

Practical Arts

One unit is required. Business education, industrial arts, skilled technical sciences (Hillyard Technical Center), cooperative occupational education, family and consumer sciences, and vocational-technical courses may be used to meet the requirement.

Personal Finance

One-half unit of personal finance or approved substitutes is required in eleventh or twelfth or during summer school extended learning.

Graduation Exercises

Board Policy IKFB

Unless otherwise stated in this policy, students may only participate in graduation ceremonies if they have successfully completed all graduation requirements or the requirements to receive an alternative diploma or a certificate of attendance in accordance with Board policy. Students seeking to apply credits earned through other accredited schools, as defined in [Board Policy IKF](#),

toward graduation requirements must provide the district with verified documentation of the completion of these courses prior to the May Board of Education Meeting in order to participate in the graduation ceremony. Any student who has otherwise met all requirements for graduation will be granted a diploma, regardless of whether he or she participates in graduation exercises. Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing in order to participate in graduation exercises.

Students who graduate through the alternative programming will participate in the traditional high school graduation ceremonies. Their diploma will be processed through their sending school (Benton or Central). Students who graduate through public day school at Webster Learning Center may participate in the traditional high school graduation. Official records and transcripts for graduates of the alternative program and public day school will be managed through sending schools (Benton or Central).

Graduation Regalia (approved)

- Cap and Gown
- Distinguished Cords
 - Latin Honors – signified in the program.
 - Top Ten Percent
 - National Honor Society – signified in the program.
 - State and/or National Representation
 - Leadership Roles
- Seal of Biliteracy Medallion

It will be the responsibility of the sponsor to order and issue cords.

State/national and leadership roles will not be signified in the program.

Program: Beyond our Latin honor recipients, you'll observe some graduates adorned with additional cords. These graduating students have proudly represented our St. Joseph School District in state and/or national events, or leadership roles.

Early Graduation

Students will be eligible for graduation from high school after completing the graduation requirements in [Board Policy IKF](#) and eight full semesters of course enrollment. Exceptions to the eight-semester enrollment requirement may be made under certain circumstances, but only when a special need exists, as outlined herein.

The eight-semester attendance requirement may be reduced for pupils who cannot attend school due to illness or physical disability when such conditions are certified by a physician. Part

of the graduation requirements may be met by these students through approved correspondence courses or homebound instruction.

Students may apply to leave high school in less than eight semesters if they have met the following conditions: (a) Students must meet with their counselor to review all senior-year requirements, including graduation criteria, college and career readiness assessments, End-of-Course (EOC) exams, completion of the ICAP, and to discuss post-graduation plans. (b) The student must have completed the minimum units required by DESE and any additional units required by the St. Joseph School District, (c) The parent or guardian must be contacted by the counselor or principal and submit signed approval for a student's participation in the activity, and (d) The student must enroll in summer school after their junior year to complete the required English 12, Semester 2 coursework.

Students meeting the above conditions to the satisfaction of the school officials may be permitted to leave school before completing eight semesters of attendance. A transcript shall be given to each student showing the credits earned and the conditions under which a diploma will be granted in the future. Students successfully completing the approved, planned educational experience (as outlined above) shall be eligible to receive their high school diplomas with their graduation class. Any qualified student wishing to apply for a waiver of the eight-semester attendance requirement may do so with his or her counselor after the junior year or before the second semester of the senior year.

Missouri Option Program

The [Missouri Option Program](#) permits full-time, public school enrolled students who are at least 17 years of age and at risk of dropping out or not graduating with their cohort group, the opportunity to earn a standard high school diploma. Graduation through the Missouri Option Program is not dependent on Carnegie credit attainment. The Missouri Option Program is competency-based and approved by the State Board of Education. The program utilizes a high school equivalency exam as content mastery for graduation purposes. The exam sanctioned by the state for the Missouri Option program is the HiSET® test. Missouri Option students successfully passing the exam and completing all other program requirements are eligible to receive a high school diploma.

Students must participate in a minimum of 15 hours of academic instruction per week. Students must also be enrolled in other school-supervised instructional activities (career education courses, elective classes, work experience, etc.) that lead to the student's classification by the

LEA as a full-time student. The LEA should provide a level and quality of education that ensures the integrity of the Missouri Option Program and locally issued high school diploma.

Local Education Agencies may have additional requirements when issuing a regular high school diploma that is consistent with what is required of all students. Missouri Option students must take the required EOC tests – Algebra I (or Algebra II if Algebra was taken prior to high school), English II, Biology and American Government. State law also requires that all graduate candidates take a course in government and the functions of government and pass the required tests related to the U.S. and Missouri Constitutions. Participants must also complete a half-unit course in Personal Finance and Health.

Students meeting graduation requirements through the Missouri Option Program will be eligible to participate in the traditional high school graduation ceremonies.

Procedures For Acknowledgement of Student Deaths at Graduation

High school graduation is a time for students, their families, and the community to celebrate the achievements of students as they earn a diploma and begin their post-secondary endeavors. The St. Joseph School District recognizes that life milestones like high school graduations can be a time when memories of students or other members of the school community who died can be triggered. SJSD wishes to provide an opportunity to remember those who died while also respecting the graduates and families who choose not to have feelings of grief overshadow their time of celebration. With this in mind, SJSD will recognize students and other members of the high school community who have died according to the following:

Graduation Ceremony

If a student was enrolled in an SJSD high school at the time of their death the student will be acknowledged during the graduation ceremony that student would have attended, regardless of the reason for the death (i.e. accident, suicide, medical illness.) Families of those that died, as well as the students and school staff, should be informed beforehand. If required for admission, tickets will be provided to parents/guardians if they wish to attend the graduation ceremony. The student will be listed in the graduation program in a space designated to remember students of that cohort who died while in high school.

A memory stone and flowers will be placed on the stage, and there will be spoken acknowledgement of those members of the school community who are unable to be present due to death – this includes students, staff, and immediate family members. This acknowledgement may be followed by a moment of silence to provide an opportunity for personal reflection.

Posthumous Diplomas

Students (seniors) who completed the sufficient credits to graduate prior to his or her death may qualify for a posthumous diploma. This may be presented, if desired by the family, at a time outside of the official graduation ceremony.

Yearbooks

The school yearbook is a lasting record with the purpose of memorializing the shared experiences of a school community. Honoring one particular student who died with a yearbook feature or tribute can cause hurt and resentment for the friends and family of other students who died. In lieu of yearbook staff including a memorial feature or tribute, parents/guardians may purchase a senior ad for the yearbook should they wish to do so.

Section 4 – Student Discipline

Discipline Policy

It is essential that the district maintains a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The comprehensive written code of conduct of the district is composed of this policy and includes, but is not limited to, the following policies, procedures and regulations: [JG-R1](#), [JG](#), [JGB](#), [JGD](#), [JGE](#) and [JGF](#). The District's comprehensive Code of Conduct is available on the District website and is provided electronically to all students and parents/guardians during the enrollment process each school year. Families who need assistance accessing the Code of Conduct or would like a printed copy may contact their child's school office for support.

Application

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

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

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

Enforcement

Building principals are responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under

their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

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

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

Detention and/or In-School Suspension

[Board Policy JGB](#)

The provisions of detention or an in-school suspension program for student violations of policies, rules and procedures shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. When this alternative is appropriate, students will be assigned to serve a specified time period in the in-school suspension program. These assignments, and the determination of the time period for them, shall be determined by the principal, or his or her designee.

Student Suspension & Expulsion

[Board Policy JGD](#)

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and procedures of the school district. This observance of school policies, rules and procedures is essential for permitting others to learn at school.

Therefore, the administration may exclude a student from school because of violation of school rules and procedures, conduct which materially or substantially disrupts the rights of others to an education, or conduct which endangers the student, other students or the property of the school. Furthermore, if a student poses a threat to self or others, as evidenced by the prior conduct of such a student, the administration may immediately remove the student from

school. Such actions will be taken in accordance with due process and with due regard for the welfare of both the student and the school.

The terms "suspension" and "removal" refer to an exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth for "suspensions" in this policy. The term "expulsion" refers to exclusion for an indefinite period.

The district may honor suspensions and expulsions from another in-state or out-of-state school district including a private, charter or parochial school or school district pursuant to law and [Board Policy JEC-1](#), School Admissions. Before making any decision to honor such suspensions or expulsions, the superintendent or designee will consider whether the student has received the due process required by law.

Suspensions

In Missouri, a principal or designee may suspend a student for up to ten school days. A superintendent or designee may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or district administration must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present his or her version of the incident.
2. If the principal or district administration concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.
3. The principal or district administration should notify the Director of Special Programs whenever a student with an IEP is suspended.
4. The principal or district administration should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate.
In many cases, the principal or superintendent may decide not to suspend a student unless conferences (between the teacher, student and principal and/or between the parent, student and principal) have been held and have failed to change the student's behavior.
5. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.

6. Any suspension by a principal must be reported, immediately and in writing, to the superintendent, who may revoke the suspension, either part or in full, at any time.
7. If a student is suspended for more than ten school days, the following rules also apply:
 - a. The student, his or her parents, guardians or others having custodial care have a right to appeal the superintendent or designee's decision to the Board or a committee of the Board appointed by the Board president.
 - b. If the student gives notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the superintendent or designee's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
 - c. All notices of appeal shall be transmitted, either by the appealing party or by the superintendent, to the secretary of the Board. Oral notices, if made to the superintendent, shall be reduced to writing and communicated to the secretary of the Board.
 - d. The superintendent, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts relating to the suspension, the action taken by the superintendent, and the reasons for the action.
 - e. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time and place of the hearing and of the right to counsel, to call witnesses, and to present evidence at the hearing.
 - f. Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Suspensions For More Than 180 Days and Expulsions

Only the Board may expel or suspend a student for more than 180 days. The applicable procedures are outlined below.

1. Before recommending to the Board that a student be expelled or suspended for more than 180 days, the superintendent or designee must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and (c) give the student an opportunity to present his or her version of the incident.
2. If the superintendent or designee concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 days, the procedures described below apply unless the student is disabled. In the case of a disabled student, the

procedures described in the policy dealing with the discipline of disabled children shall apply.

- a. The superintendent or designee will recommend to the Board that the student be expelled or suspended for more than 180 days. The superintendent or designee may also immediately suspend the student for up to 180 days.
 - b. Upon receipt of the superintendent or designee's recommendation, the Board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
3. If the student is expelled, he or she may later apply to the Board for readmission. Only the Board can readmit an expelled student.

Student Discipline Hearings

The Board of Education may originate student discipline hearings upon recommendation of the superintendent. In such cases, the Board of Education will review the superintendent's report and determine whether to conduct a disciplinary hearing. In addition, student discipline hearings also will be held upon a written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the superintendent or designee, the parent or guardian waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be adhered to:

1. The student and the parents/guardians will be advised of the charges against the student; their right to a Board hearing; the date, time and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail, addressed to the student's parents or guardians. The Board shall make a good-faith effort to have the parents or guardians present at the hearing.
2. Prior to the Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parents/guardians will be provided with copies of the documents to be introduced at the hearing by the administration.
3. The hearing will be closed unless the Board decides otherwise. The hearing will only be open with parental consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The

student, his or her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.

4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student from the schools of the district. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parents/guardians a written notice of the decision.

Remedial Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in § 160.261.2, RSMo., and [Board Policy JGF](#), a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Discipline of Students with Disabilities

[Board Policy JGE-AP1](#)

The following procedure is intended to give guidance to district personnel when disciplining students who are eligible for special education services under state and federal law and relevant regulations. This procedure is not intended to replace adequate training and the guidance of the special education director. The special education director or designee must be contacted when a student receiving special education services is suspended from school or school services. Current law will govern and may supersede this procedure.

Definitions

Short-Term Suspension

Suspension for ten school days or fewer of a student receiving special education services who violates a code of student conduct, but only to the extent that such an alternative is applied to students without disabilities. In-school suspension is not usually considered a “suspension” under this procedure unless the student is not receiving the necessary special education services while in that setting or unless it occurs so frequently that it constitutes a change in placement.

Long-Term Suspension or Expulsion

Suspensions in excess of ten consecutive school days, or suspensions in excess of ten school days and up to 180 school days cumulatively in a school year or the subsequent school year where a pattern of suspension is created. A long-term suspension or expulsion is a change of placement and may not be imposed if the manifestation determination team concludes the conduct subject to discipline is related to the disability. Long-term suspension referrals are made to the Director of Student Services, and a re-entry meeting must take place before the student can return to the school building. Expulsion or long-term suspensions in excess of 180 school days will be referred by the Director of Student Services to the superintendent and Board of Education as specified in board policy.

Pattern of Suspension

Determination of whether a "pattern of suspension" is created is based on factors such as the length of each removal, total amount of time a student is removed and the proximity of the removals to one another. The type of conduct involved in each incident has no bearing on whether a pattern is created. The special education director or designee will determine whether the suspension will create a pattern.

Manifestation Determination Team

The manifestation determination team is composed of the parent/guardian, representatives of the school district and relevant members of the Individualized Education Program (IEP) team, as determined by the parent/guardian and the district. Although membership of the manifestation determination team may be similar or identical to an IEP team, the manifestation determination is not a function of the IEP team.

Interim Alternative Educational Setting

An alternative setting in which the student continues to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. As appropriate, it includes the student receiving a functional behavioral

assessment, behavioral intervention services and modifications that are designed to prevent unacceptable behavior from recurring.

Selection of Discipline Options

The selection of the appropriate discipline option for a student with disabilities will be based on:

1. The nature of the behavior subject to discipline.
 2. The number of days of suspension warranted by the misconduct.
 3. The history of suspensions or other disciplinary actions imposed during the current school year.
 4. Violent or dangerous characteristics of the student's behavior.
- Other unique circumstances on a case-by-case basis.

School personnel may not impose disciplinary measures to a greater degree than those applied to students without disabilities for the same or a comparable offense.

Discipline Options and Procedures

Suspension for Ten School Days or Fewer (Consecutive or Cumulative in a School Year)

1. The principal suspends the student for up to ten school days in accordance with the discipline code.
2. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and will contact law enforcement if a crime has occurred.
3. No services or other special procedures are required.

Short-Term Suspension when Services May Need to Be Provided

1. In accordance with the discipline code, the principal imposes a suspension for up to ten school days that in combination with prior suspensions for the school year exceeds a total of ten cumulative school days.
2. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and will contact law enforcement if a crime has occurred.
3. A determination is made as to whether a pattern of suspension will be created by the suspension. This determination is made by the director of special education or designee.
 - a. If it is determined that a pattern of suspension does exist, the suspension will constitute a change of placement, and the procedures under long-term suspension or expulsion must be followed, including providing a copy of the procedural safeguards and "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights."
 - b. If it is determined that a pattern of suspension does not exist, proceed to Step 4.
4. Services are required on the eleventh cumulative school day of removal in a school year and thereafter if necessary to enable the student to appropriately progress, as

determined by school staff. The special education director or designee, in consultation with the student's teacher, will determine which, if any, services are needed.

Long-Term Suspension/Expulsion

1. The principal suspends the student for up to ten school days and recommends a longer period of suspension to the superintendent or designee in accordance with the discipline code. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and, in accordance with law, provides them with a copy of the procedural safeguards and a copy of "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights." The district will contact law enforcement if a crime has occurred.
2. If the superintendent concludes the misconduct warrants a long-term suspension, he or she will notify the director of special education or designee.
3. Within ten school days of the suspension or as soon as practical when a pattern of suspension is created, the manifestation determination team shall review all relevant information in the student's file—including the student's IEP, any teacher observations and any relevant information provided by the parents/guardians—to determine if the conduct in question was:
 - a. Caused by or had a direct and substantial relationship to the student's disability.
 - b. The direct result of the local educational agency's failure to implement the IEP.

If the manifestation determination team determines that either of the two situations above is applicable to the student, the conduct will be determined to be a manifestation of the disability.

4. If the manifestation determination team determines that the behavior is a manifestation of the disability, the IEP team shall:
 - a. Conduct a functional behavioral assessment and implement a behavioral intervention plan if one has not been developed already.
 - b. Review the behavioral intervention plan, if one has been developed, and modify it to address the behavior, if necessary.
 - c. Return the student to the prior educational placement, unless the parent/guardian and the district agree to a change of placement as part of the modification of the behavioral intervention plan, or follow the procedure for a 45-day removal if applicable.
5. If the manifestation determination team concludes that the behavior is not a manifestation of the disability, the relevant disciplinary procedures may be applied to the student in the same manner and for the same length of time applicable to students without disabilities.

- a. If the superintendent or designee decides to assign a long-term suspension or expulsion, he or she will notify the parents/guardians of the decision and the right to appeal to the Board.
- b. The IEP team will determine how the student will continue to receive educational services so that the student can participate in the general education curriculum and progress toward meeting IEP goals.
- c. As appropriate, the student may receive a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation.

Automatic Removal for 45 School Days

School personnel may remove a student to an interim alternative educational setting for up to 45 school days, regardless of whether the behavior is a manifestation of the student's disability, for the following acts if committed on school grounds or at a school function:

1. Carrying or possessing a weapon as defined in 18 U.S.C. § 930.
2. Knowingly using, possessing, selling or soliciting a sale of certain illegal drugs identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.
3. Inflicting serious bodily injury upon another person. This 45-day removal is not considered a "suspension" in accordance with law.

The following procedures are used to implement a 45-day removal:

1. The principal contacts law enforcement, the superintendent and the special education director or designee immediately.
2. The principal suspends the student for ten school days in accordance with the discipline code. The principal will notify the parents/guardians of the decision on the day the decision is made and, in accordance with law, provide them with a copy of the procedural safeguards and a copy of "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights." The principal will also notify the parents/guardians that the student will be removed to an interim alternative educational setting for 45 school days.
3. The IEP team will conduct an IEP meeting to determine how the student will receive a free appropriate education while in the interim alternative educational setting, and the manifestation determination team will conduct a manifestation determination.
4. If the manifestation determination team determines that the behavior is a manifestation of the disability, the IEP team shall:
 - a. Conduct a functional behavioral assessment and implement a behavioral intervention plan if one has not already been developed.

- b. Review the behavioral intervention plan, if one has been developed, and modify it to address the behavior, if necessary.
 - c. Return the student to the prior educational placement after the initial 45-day removal unless the parent/guardian and the district agree to a change of placement as part of the modification of the behavioral intervention plan.
- 5. If the manifestation determination team determines that the behavior is not a manifestation of the disability, the student will be suspended for the same length of time applicable to other students after the 45-day removal ends.
 - a. As appropriate, the student may receive a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation.

Expedited Hearing by Hearing Officer

A parent/guardian who disagrees with any decision regarding placement or the manifestation determination will be provided an expedited hearing in accordance with law. The student will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the disciplinary action, whichever occurs first, unless the parent/guardian and the district agree otherwise.

If the district believes that the current placement of a special education student is substantially likely to result in injury to the student or others, the district may request an expedited hearing through the Department of Elementary and Secondary Education (DESE), Division of Special Education.

Court Injunction

The district, through legal counsel, may seek a court injunction ordering the removal of or a change of placement for a dangerous or violent student.

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) may assert any of the protections afforded to special education students if the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

If the district did not have such knowledge prior to taking disciplinary measures against the student, the student may be disciplined in the same manner as students without disabilities who engage in comparable behaviors. However, if a request is made for an evaluation during the time period in which the student is subject to disciplinary measures, an expedited evaluation will be conducted.

If the student is determined to be eligible for special education and related services, the district will provide those services. Pending the results of the evaluation, the student will remain in the educational placement determined by school authorities.

The district will be considered to have knowledge that a student is a student with a disability if, prior to the behavior subject to disciplinary action, any one of the following conditions exists:

1. The parent/guardian has expressed concern in writing to supervisory or administrative personnel or the student's teacher that the student is in need of special education and related services.
2. The parent/guardian has requested an initial evaluation of the student.
3. The student's teacher or other district personnel have expressed specific concerns directly to the special education director or to other district supervisory personnel in accordance with the agency's established Child Find or special education referral systems about a pattern of behavior demonstrated by the student.

The district is considered not to have knowledge that a student has a disability requiring special education services if any of the following apply:

1. The parent/guardian of the student has not allowed an evaluation.
2. The parent/guardian of the student has refused services.
3. The student has been evaluated, and it was determined that the student was not a student with a disability pursuant to the IDEA.

Discipline Reporting & Records

Board Policy JGF

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

Definitions

The following definitions and terms apply to this policy:

Need to Know

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

School or District Property

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

Serious Physical Injury

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

Serious Violation of District's Discipline Policy

One or more of the following acts if committed by a student enrolled in the district:

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

Reporting to School Staff

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

The superintendent or designee will inform district employees with a need to know of any criminal act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement entity in

accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

Reporting to Law Enforcement Officials

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

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

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.
13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

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

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

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

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

Reporting Third-Degree Assault

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

Student Discipline Records

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

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

Confidentiality

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

Liability

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

Student Discipline

Board Policy JG-R1

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, Director of Student Services, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law.

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

Reporting to Law Enforcement

It is the policy of the St. Joseph School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in [Board Policy JGF](#).

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

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

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and [Board Policy JGF](#).

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee.

When appropriate, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

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

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal

by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.

2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates the prohibitions in this section, he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Impact on Grades

As with any absence, absences due to an out-of-school suspension may result in the student earning a lower grade in accordance with the district's policy on absences.

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. Administration will conduct a principal-student conference and collect any information and details needed to assign appropriate consequences. Parents will then be notified of the consequences or with any other pertinent information. All consequences must be within the ranges established in policy [JG-R1](#). In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

For purposes of this handbook, "site" means the location of the offense, "scope" means the severity of the offense and "sequence" means the number of similar incidents in which the student has been involved. The determination of these factors is left to the discretion of the administrator.

Academic Dishonesty

Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics, including unauthorized use of generative artificial intelligence (AI), such as large language models (chatbots).

Grades PK-12:

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

- Subsequent - No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

Alcohol/Drugs

Board Policies [JFCI](#), [JFCH](#), and [JHCD](#)

Possession, sale, purchase, transfer, manufacture, or distribution of any over-the-counter drug, herbal preparation, or imitation drug or herbal preparation.

- First Offense
 - Pre-K – Elementary - In-school suspension or 1-10 days out-of-school suspension at building level, up to 180 out-of-school suspension assigned by Director of Student Services.
 - Middle School - In-school suspension or 5-10 days out-of-school suspension at building level, up to 180 out-of-school suspension assigned by Director of Student Services.
 - High School - In-school suspension or 5-10 days out-of-school suspension at building level, up to 180 out-of-school suspension assigned by Director of Student Services.
- Subsequent
 - Grades PK-12: 1-10 days out-of-school suspension at building level, up to 180 out-of-school suspension or expulsion.

Possession of drug paraphernalia or possession of or attendance while under the influence of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, or any substance prohibited on district property by law or policy.

Grades PK-12:

- First Offense - In-school suspension or 1-180 days out-of-school suspension.
- Subsequent - 10 days out-of-school suspension from principal with referral to Director of Student Services (11-180 days out-of-school suspension).

Sale, purchase, transfer, manufacture, or distribution of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to

create a false negative on a drug test, any substance prohibited on district property by law or policy, or drug-related paraphernalia.

Grades PK-12:

- First Offense
 - Items confiscated and taken to nurse's office; parent conference; In-school suspension or 1-3 days out-of-school suspension.
- Subsequent - 10 days out-of-school suspension from principal with referral to Director of Student Services (11-180 days out-of-school suspension).

Arson

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

Grades PK-12:

- First Offense - Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
- Subsequent - 1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault

Board Policy [JGF](#)

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

Grades PK-12:

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

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

Grades PK-12:

- First Offense - 10-180 days out-of-school suspension or expulsion.

- Subsequent – Expulsion

Automobile/Vehicle Misuse

Uncourteous or unsafe driving on or around district property, unregistered parking, failure to display parking permit, failure move vehicle at the request of school officials, failure to follow directions given by school officials, accessing or moving vehicles during the school day without permission or failure to follow established rules for parking or driving on district property.

High School:

- First Offense - Suspension or revocation of parking privileges up to the remainder of the school year, detention, or in-school suspension.
- Subsequent - Revocation of parking privileges for the remainder of the school year, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying

Board Policy [JFCF](#)

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

The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is sufficient nexus to the education environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

Grades PK-12:

- First Offense - Detention, in-school suspension, or 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension).

- Subsequent - 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Bus or Transportation Misconduct

Board Policy [JFCC](#) and [JFCC-AP \(1\)](#)

Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Grades PK-12:

- First Offense - Students will receive a warning during student conference.
- Second Offense - Students will conference with a principal and could face school discipline or further suspension from the bus for a minimum of 3 school days.
- Third Offense - Students will conference with a principal and could face school discipline or further suspension from the bus for a minimum of 5 school days.

When a student receives a 5th notice, a meeting must occur between the parent, principal, and representative(s) from the transportation division to determine next steps for the student. This includes possible suspension of the privilege of riding the bus for the remainder of the semester or school year.

Dishonesty

Any act of lying, whether verbal or written, including forgery

Grades PK-12:

- First Offense - Nullification of forged document. Principal/ Student conference, detention, or in-school suspension.
- Subsequent - Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

Disrespectful or Disruptive Conduct or Speech

Board Policy [AC](#) and [ACA](#) if illegal harassment or discrimination is involved

Elopement within or outside of the building that requires multiple staff members to assist in returning to the classroom, principal's office, or building.

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

activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

- First Offense
 - Grades PK-12: Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
- Subsequent
 - Pre-K – Elementary - Detention, 1-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - Middle School - Detention, 3-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - High School - Detention, 3-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Electronic Personal Communication Devices

Board Policy [JFCD](#) and [JG-R1](#)

Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

Grades PK-12 Expectations - Students are not allowed to display or use personal communication devices during the school day. Violations of this policy will result in the device being confiscated.

Grades PK-12:

- First Offense - Confiscation and turned into office for parent/guardian pick-up, principal/student conference, detention, or in-school suspension.
- Subsequent - Confiscation and turned into office for parent/guardian pick-up, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Violations, other than those listed in (1) or (2), of Board Policy [EHB](#), procedure [EHB-AP1](#) or any policy or procedure regulating student use of personal electronic devices.

1. Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.
2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

Grades PK-12:

- First Offense - Restitution. Principal/Student conference, detention, or in-school suspension.
- Subsequent - Restitution. Loss of user privileges, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Encouraging a Fight or Assault

Observing a fight while verbally or physically encouraging any participants to continue to engage in the fight or assault. This includes being a part of the planning or premeditation with others to engage in a fight or assault. Also includes recording, distributing, or posting audio or video of a confrontation in any media form.

- First Offense
 - Pre-K – Elementary - Student conference, loss of privilege, detention, or in-school suspension.
 - Middle School - Student conference, loss of privilege, detention, in-school suspension or 1-5 days out-of-school suspension.
 - High School - Student conference, loss of privilege, detention, in-school suspension or 1-5 days out-of-school suspension.
- Subsequent
 - Pre-K – Elementary - Student conference, loss of privilege, detention, in-school suspension or 1-3 days out-of-school suspension.
 - Middle School - Student conference, loss of privilege, detention, in-school suspension or 1-10 days out-of-school suspension.

- High School - Student conference, loss of privilege, detention, in-school suspension or 1-10 days out-of-school suspension.

Extortion

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

Grades PK-12:

- First Offense - Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
- Subsequent - In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Failure to Care for or Return District Property

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

Grades PK-12:

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

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

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

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

Grades PK-12:

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

- Subsequent - In-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

False Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Grades PK-12:

- First Offense - Restitution. Principal/Student conference, detention, in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
- Subsequent - Restitution. detention, in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Fighting

Mutual combat in which both parties have contributed to the conflict either verbally or by physical action (except for reasonable nonaggressive measures taken in self-defense).

- First Offense
 - Pre-K – Elementary - Principal/Student conference, detention, 1-3 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - Middle School - Principal/Student conference, detention, 1-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - High School - Principal/Student conference, detention, 1-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
- Subsequent
 - All Grades PK-12: In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Gambling

Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

Grades PK-12:

- First Offense - Principal/Student conference, loss of privileges, detention, or in-school suspension.
- Subsequent - Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Harassment, including Sexual Harassment

Board Policy [AC](#) and [ACA](#) noted that additional provisions of code of conduct may apply to the student's behavior.

Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.

- First Offense
 - Pre-K – Elementary - Principal/Student conference, detention, 1-3 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - Middle School - Principal/Student conference, detention, 1-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - High School - Principal/Student conference, detention, 1-5 in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
- Subsequent
 - Grades PK-12: In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

- First Offense
 - Pre-K – Elementary - 1-3 In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - Middle School - 3-5 In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
 - High School - 3-5 In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.
- Subsequent
 - Grades PK-12: In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.

Grades PK-12:

- Any Offense
 - 10-180 days out-of-school suspension or expulsion.

Hazing

Board Policy [JFCG](#)

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

Grades PK-12:

- First Offense - In-school suspension or 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension).
- Subsequent - 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Incendiary Devices or Fireworks

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

Grades PK-12:

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

Nuisance Items

Possession or use of items such as toys, games, and portable media players that are not authorized for educational purposes.

Grades PK-12:

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

Physical Confrontation/Behavior

Physical actions between students and/or staff that are not deemed as assault or fighting and that are considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions.

- First Offense
 - Pre-K – Elementary - Student Conference/Parent Contact, loss of privilege, detention, or 1-3 days in-school suspension.
 - Middle School - Student Conference/Parent Contact, loss of privilege, detention, 1-5 days in-school suspension, or 1-10 out of school suspension.
 - High School - Student Conference, loss of privilege, detention, 1-5 days in-school suspension, or 1-10 out of school suspension.
- Subsequent
 - Pre-K – Elementary - Detention, 3-5 days in-school suspension, or 1-10 out-of-school suspension.

- Middle School - Detention, 3-5 days in-school suspension, or 1-10 out-of-school suspension.
- High School - 1-10 out-of-school suspension.

Public Display of Affection

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

Grades PK-12:

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

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

Board Policy [AC](#) and [ACA](#)

Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

Grades PK-12:

- First Offense - Confiscation. Principal/Student conference, detention, or in-school suspension.
- Subsequent - Confiscation. Detention, in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension) or expulsion.

Sexual Activity

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

Grades PK-12:

- First Offense - Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension, referral to Director of Student Services (11-180 days out-of-school suspension).

- Subsequent - Detention, In-school suspension, 1-10 days out-of-school suspension, referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.

Truancy or Tardiness

Board Policy [JED](#)

Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

Grades PK-12:

- First Offense - Principal/Student conference, detention, or 1-3 days in-school suspension.
- Subsequent - Detention or 3-10 days in-school suspension, and removal from extracurricular activities.

Technology Misconduct

Board Policy [EHB](#), [KKB](#), and [EHB-AP1](#)

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

Grades PK-12:

- First Offense - Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension.
- Subsequent - Restitution. Loss of user privileges, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.

Use of audio or visual recording equipment in violation of [Board Policy KKB](#).

Grades PK-12:

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

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

Theft

Theft, attempted theft or knowing possession of stolen property.

Grades PK-12:

- First Offense - Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days).
- Subsequent - Return of or restitution for property. 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days), or expulsion.

Threats or Verbal Assault

Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage. Includes any threat considered to be terrorist threats to any school population.

Grades PK-12:

- First Offense - Principal/Student conference, detention, in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.
- Subsequent - In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.

Tobacco

Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine-delivery products or imitation tobacco products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with [Board Policy JHCD](#).

Grades PK-12:

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

Use of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products or other nicotine-delivery products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be used only in accordance with district policy JHCD.

Grades PK-12:

- First Offense - Confiscation of prohibited product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.
- Subsequent - Confiscation of prohibited product. In-school suspension or 1-10 days out-of-school suspension.

Unauthorized Entry

Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

Grades PK-12:

- First Offense - Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension).
- Subsequent - 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.

Vandalism

Board Policy [ECA](#)

Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

Grades PK-12:

- First Offense - Restitution. Principal/Student conference, detention, in-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.
- Subsequent - Restitution. In-school suspension, 1-10 days out-of-school suspension, possible referral to Director of Student Services (11-180 days out-of-school suspension), or expulsion.

Weapons

Board Policy [JFCJ](#)

Possession or use of any weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.

Grades PK-12:

- First Offense - In-school suspension, 1-180 days out-of-school suspension, or expulsion.
- Subsequent - 1-180 days out-of-school suspension or expulsion.

Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

Grades PK-12:

- First Offense - One calendar year suspension or expulsion, unless modified by the board upon recommendation by the superintendent.
- Subsequent – Expulsion.

Possession or use of ammunition or a component of a weapon.

Grades PK-12:

- First Offense - In-school suspension, 1-180 days out-of-school suspension, or expulsion.
- Subsequent – 1-180 days out-of-school suspension or expulsion.

Appendix

Annual Asbestos Notification

In accordance with EPA regulations, all school buildings have been inspected for materials which contain asbestos and an Asbestos Management Plan has been developed and adopted. Please refer to the Inspection/Management Plan in each building to determine the type of asbestos containing materials found in the buildings, if any. The St. Joseph School District is committed to remaining a safe and healthy environment for all students, employees and guests in our buildings. We will continue, as we have in the past, to monitor, inspect & repair any damaged materials containing asbestos. Copies of our Management Plan and inspection reports are available for viewing upon request at each school office as well as the District Maintenance office at 1000 South 9th. Street. Kyle Consolver, Maintenance Department, is the Asbestos Program Manager and all inquiries regarding the plan should be directed to him at 1000 South 9th St. (816-671-4260).

Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or in violation of the student's privacy. Parents or eligible students should write to the principal or appropriate official, clearly identify the part of the record they want changed and specify why it is inaccurate, misleading or in violation of the student's privacy. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her responsibility as authorized by the district. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. Complaints should be directed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Nondiscrimination on the Basis of Disability

Under Public Law 93-122, Section 504 of the Rehabilitation Act of 1973, Public Law 94-142, The Education for All Handicapped Children Act of 1975, and the Americans with Disabilities Act, the School District of St. Joseph:

- May not discriminate against qualified disabled persons in any aspect of school district employment solely on the basis of disability, and will make reasonable accommodations for the known disabilities of qualified applicants and employees.
- Must make facilities, programs and activities accessible, usable and open to qualified disabled persons. The building administrator will ensure mobility-impaired persons have access to the district's programs or activities held in inaccessible sites by relocating those programs and activities to accessible sites.
- In order to make these accommodations patrons will give a 30-day notice to the building administrator for any specified program or activity. In the event this timeline is not met the building administrator will make every effort to meet such accommodation within the limited time frame.
- Must provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities to qualified disabled persons.
- May not exclude any qualified disabled persons solely on the basis of disability from participation in any preschool education or day care program or activity, or from any adult education or vocational program or activity.
- Must provide each qualified disabled person with the same health, welfare and other social services as are provided to other persons.

- The [Section 504 Manual](#) can be found on the district website in the special services section.

Two individuals are to coordinate the district's Section 504 compliance, depending upon whether the issue relates to employees or students. An employee within the district's Human Resources Department shall be designated by the district's director of human resources to coordinate employment-related compliance. That employee shall also coordinate the district's compliance with the Americans with Disabilities Act.

An employee within the district's Special Services Department shall be designated by the Director of Special Programs to coordinate education-related compliance. The Board will further ensure that the coordinators' business address, email address and telephone number, as well as this policy, are published to patrons, employees and students on an annual basis.

Prohibition Against Discrimination & Harassment

[Board Policy AC](#)

The St. Joseph School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students or others on the basis of race, color, religion, , national origin, ancestry, disability, age or any other characteristic protected by law is strictly prohibited in accordance with law. The St. Joseph School District is an equal opportunity employer. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

The Board also prohibits:

1. Retaliatory actions based on making complaints of prohibited discrimination or harassment or based on participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing discrimination or harassment.
3. Discrimination or harassment against any person because of such a person's association with a person protected from discrimination or harassment due to one (1) or more of the above-stated characteristics.

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If discrimination, harassment or retaliation that occurs off district property and that is unrelated to the district's activities negatively impacts the school

environment, the district will investigate and address the behavior in accordance with this policy, as allowed by law.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

Boy Scouts of America Equal Access Act

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

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. For example, the district may alter a class seating arrangement, provide additional supervision for a student or suspend an employee pending an investigation. The district will take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects. Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from school grounds or otherwise restricted while on school grounds.

The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported to the Children's Division (CD) of the Department of Social Services. Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may provide additional training to students and employees, make periodic assessments to make sure behavior complies with district policy, or perform a climate check to assess the environment in the district.

Definitions

Compliance Officer

The individual responsible for implementing this policy, including the acting compliance officer when he or she is performing duties of the compliance officer.

Discrimination

Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance

A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made to the compliance officer.

Harassment

A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment. Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic images; name calling, teasing or taunting;

insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment

A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

Working Days

Days on which the district's business offices are open.

Behaviors

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on or stereotyping, but not involving conduct of a sexual nature.

Compliance Officer

The Board designates the Director of Human Resources to act as the district's compliance officer. In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer, the Director of Student Services. The Human Resources Office is located at the Noyes Administration Building.

Reporting

Students, employees, and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to make a grievance to communicate directly with the compliance officer. Even if the potential victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to take action upon finding a violation of law, district policy or district expectations.

Even if a grievance is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. The administrator has the ability to immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. The administrator will report all incidents of discrimination, harassment and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance.

The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is filed, the investigation and complaint process detailed below will be used.

Investigation

The district will immediately investigate all grievances. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take immediate corrective action.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the superintendent, or the grievance may be heard directly by the Board.
2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person filing the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.
3. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.
4. The district will investigate all grievances, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement or the Children's Division (CD) is also investigating a complaint arising from the same circumstances.
5. The district will only share information regarding an individually identifiable student or employee with the person filing the grievance or other persons if allowed by law and in

accordance with Board policy.

6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

1. Level I - A grievance is filed with the district's compliance officer. The compliance officer may, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.

Regardless of who investigates the grievance, an investigation will commence immediately, but no later than five working days after the compliance officer receives the grievance. The compliance officer or designee shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person filing the grievance and other parties involved to identify witnesses and provide information and other evidence. The compliance officer or designee will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the compliance officer will complete a written report that summarizes the facts and makes conclusions on whether the facts constitute a violation of this policy based on the appropriate legal standards. If a violation of this policy is found, the compliance officer will recommend corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. If someone other than the compliance officer conducts the investigation, the compliance officer or acting compliance officer will review and sign the report. The person who filed the grievance, the victim if someone other than the victim filed the grievance and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

2. Level II - Within five working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the

matter when appropriate. Within ten working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer.

3. The person who initially filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy was violated.
4. Level III - Within five working days after receiving the Level II decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the superintendent's decision to the Board by notifying the Board secretary in writing. The person filing the grievance and the alleged perpetrator will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and the alleged perpetrator will be notified in writing, within five working days of the Board's decision, in accordance with law and district policy, regarding whether the Board determined that district policy was violated. The decision of the Board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with Board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the Children's Division (CD) and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all complaints to the district's compliance officer or acting compliance officer and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms.

The district will provide additional training to any person responsible for investigating potential discrimination, harassment or retaliation. The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

Parents Right To Know

In accordance with the Every Student Succeeds Act of 2015, at the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: Whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher; and whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student, information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part; and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and are in need of special education even though they are advancing from grade to grade. The St. Joseph School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blind, emotional disturbance, hearing impairment/deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, speech impairments, language impairment, traumatic brain injury, vision impairment, and young child with developmental delay.

The St. Joseph School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The St. Joseph School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents and guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The St. Joseph School District has developed a Local Compliance Plan for the implementation of state regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Special Services Office, St. Joseph School District, during regular district business days and times of operation.

This notice will be provided in native languages as appropriate.

Programs For Homeless Students

Board Policy IGBCA

The St. Joseph School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education. Homeless students are those identified as such as defined in the Stewart B McKinney-Vento Homeless Assistance Act. Homeless students are individuals who lack a fixed, regular and adequate night-time residence and include the following:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- Migratory children who meet one (1) of the above-described circumstances.

Enrollment/Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

Services

Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before- and after-school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

Transportation

If the homeless student's school of origin and temporary housing are located in the St. Joseph School District, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin and temporary housing are located in two (2) different school districts, the districts will equally share the responsibility and costs for transporting the student.

Records

Any records ordinarily kept by the school for each homeless student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

Designated Liaison

The Board designates the district to appoint a homeless liaison who will respond to issues with homeless students. The liaison is Dr. Samantha Davis, and she can be reached at 816-671-4010 or samanthadavis@sjsd.k12.mo.us.

Protection of Pupil Rights Amendment

Board Policy JHDA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights pertaining to the district's collection and use of information for marketing purposes as well as how the district conducts surveys and certain physical exams. These include the right to:

1. Give consent before students are required to submit to a survey that concerns one (1) or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 - a. Political affiliations or beliefs of the student or student's parent.
 - b. Mental or psychological problems of the student or student's family.
 - c. Behavior or attitudes.
 - d. Illegal, antisocial, self-incriminating or demeaning behavior.
 - e. Critical appraisals of other individuals with whom respondents have close family relationships.
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
 - g. Religious practices, affiliations or beliefs of the student or the student's parent.
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of the funding source.
Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
 - b. Activities involving collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students.
 - b. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes.

c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor. The St. Joseph School District has adopted policies, in consultation with parents, regarding these rights and has made arrangements to protect the privacy of student records. The district will directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey.

The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. Parents will also be provided notification of surveys and activities scheduled after the start of the school year. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please contact the following school official:

Dr. Samantha Davis
Director of School Improvement
1415 N. 26th Street
St. Joseph, MO 64506

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

St. Joseph School District Student Code of Conduct

Standards of student conduct are established by the Board of Education to foster student responsibility, respect for others, and to provide for the orderly operation of district schools ([Board Policy JG-R1](#)). This document describes some of the rules by which students must abide, as well as the potential consequences that may result if a violation occurs. All prohibited student conduct or potential consequences are not listed below.

Please read and initial each section. The signed Code of Conduct will be kept in the student's record.

- The SJSD prohibits the possession of weapons on school property ([Board Policy JFCJ](#)). The possession or use of incendiary devices or fireworks is prohibited. Students in violation of this policy will be subject to disciplinary action, including suspension and/or expulsion ([Board Policy JG-R1](#)).
- The SJSD prohibits the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property, in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited. Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's discipline policy ([Board Policy JFCH](#)).
- The SJSD prohibits the use or possession of tobacco products, electronic cigarettes, or other nicotine-delivery products. Students in violation of this policy will be subject to disciplinary action ([Board Policy JG-R1](#) and [AH](#)).
- The SJSD prohibits all forms of bullying and reprisal or retaliation against any person who reports an act of bullying among or against students. In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property, that substantially interferes with the educational performance, opportunities or benefits of any student without exception or that substantially disrupts the orderly operation of the day. Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee ([Board Policy JFCF](#)).

- The SJSD has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior ([Board Policy JFCF](#)).
- The SJSD prohibits harassment: "...discrimination that occurs when the school environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the educational environment. Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, , national origin, ancestry, disability, age or any other characteristic protected by law or a belief that such a characteristic exists: graffiti; display of written material or pictures; name calling; slurs; jokes; gestures; threatening, intimidating or hostile acts; theft; or damage to property." ([Board Policy AC](#))
- The SJSD prohibits student assaults, fighting, threats, or verbal assaults. Violation of this policy will result in disciplinary action which may include suspension and/or expulsion. ([Board Policy JG-R1](#))
- Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus ([Board Policy JFCC](#)).

These are only a partial listing and description of the disciplinary rules and regulations governing conduct of students in the St. Joseph School District. Students are expected to familiarize themselves with all rules and regulations. I have read and understand the code of conduct and my responsibilities to follow all the disciplinary rules and regulations of the St. Joseph School District as referenced above, in the handbook, and in board policies.

Student Name (printed):

Student Name (signed):

Parent/Guardian Acknowledgements & Signature

Please read and initial each section.

- I have read and understand the information contained in the 2026-2027 Parent and Student Handbook (Grades PK-12).
- I have read and understand the information contained in the 2026-2027 St. Joseph School District Technology Handbook. I understand my child's responsibilities and that violation of policies will be subject to loss of use of the device as well as other disciplinary consequences. I give consent for my child to bring the device home.

Opt Out of Directory Information

- I wish to **OPT MY CHILD OUT** of all directory information (see page 13). Please note, this includes the display of artwork, students being listed in any program information for activities or athletics, appearing in photographs, videos, or in the yearbook. Please note that SJSD does not control the taking, disclosure, or use of photographs or video taken by attendees at events that are open to parents, community members, and/or the news media.

Parent/Guardian Signature:

Date:

Student Acknowledgements & Signature

Please read and initial each section.

- I have read and understand the information contained in the 2026-2027 Parent and Student Handbook (Grades PK-12). I understand if I have any questions about the contents of the handbook, I may ask an administrator.
- I have read and understand the information contained in the 2026-2027 St. Joseph School District Technology Handbook. I understand my responsibilities and that violation of these policies will be subject to loss of use of the device as well as other disciplinary consequences.

Student Signature:

Date: