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SECTION I: INSTRUCTION

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INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES

The educational goals for the Southwest Livingston Co. R-I School Dist focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the school district correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

Intellectual Development

It is the goal of the district that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board of Education believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.

Physical Development

It is the goal of the district that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the district that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the district that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AD, School District Mission

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ACADEMIC CALENDAR

The Board recognizes the relationship between attendance and student achievement and directs the superintendent or designee to develop and present to the Board for approval an academic calendar designed to maximize student attendance that is aligned with the district's student achievement goals. In addition, the academic calendar will include sufficient time for high-quality professional development for staff. The academic calendar recommended to the Board may exceed the minimum legal requirements if necessary to achieve these goals.

The district will also create a calendar that details the days district staff are expected to work and days when district schools or offices will be closed.

Requirements

In accordance with Missouri law, the first day of school for students shall be set no earlier than 14 calendar days prior to the first Monday in September. The calendar will provide for a minimum of 1,044 hours of actual student attendance (522 hours for kindergarten students) during a school term, excluding summer school. The school year runs from July 1 to June 30.

Attendance hours will be counted only if the students are under the guidance and direction of teachers engaged in the teaching process. The district may choose to offer different academic calendars for different groups of students. The specific daily opening and closing time for individual schools or grade levels may vary.

Canceled School and Make-Up Days

The academic calendar will include 36 make-up hours for possible loss of attendance due to inclement weather as defined in state law. If the district uses these 36 make-up hours and still does not meet the minimum attendance requirements, it will make up half the number of hours lost or canceled in excess of 36 hours as necessary to meet the required 1,044 hours. However, the district is not required to make up more than a total of 60 hours.

The Board strongly recommends that parents/guardians and employees refrain from making vacation and other travel plans without considering the possibility that the school term will end later than anticipated due to required make-up hours.

The superintendent or designee has the authority to make the final decision to close school buildings on a day-to-day or short-term basis due to inclement weather or other emerging or emergency situations where the safety of employees or students could be at immediate risk or the district does not have the necessary resources available to educate students in the school buildings. The Board will make the final decision on amendments to the Board-adopted calendar, school closures that are expected to last longer than a week, and decisions to end the school year early.

Alternative Methods of Instruction when School Is Canceled

The district will develop and maintain a plan for educating students during times when school buildings must be closed. Such planning will particularly address potential long-term school building closures. In accordance with law, the superintendent or designee will seek approval for the plan from the Department of Elementary and Secondary Education. If approved, these methods may be used to avoid lost hours of instruction and make-up days. Any alternatives proposed will ensure rigorous instruction of students that is equivalent to the instruction missed due to canceled school.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: BDDA, Notification of Board Meetings
BDDB, Agendas
EBC, Emergency Drills
GBAD, Telework
GCBDA, Professional Staff Short-Term Leaves
GDBDA, Support Staff Leaves
JED, Student Absences and Excuses

Legal Refs: §§ 160.011, .041, 163.021, 171.031 - .033, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

CURRICULUM DEVELOPMENT

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

- ▶ Articulates the curriculum content on a districtwide basis, K-12.
- ▶ Is written in specific terms and can be used by the respective professional staff members.
- ▶ Uses effective methods for presenting the materials to the students.
- ▶ Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
- ▶ Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

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Adopted:

Revised:

Cross Refs: AD, School District Mission
 GBB, Staff Involvement in Decision Making

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BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Southwest Livingston Co. R-I School Dist will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

The Board of Education is committed to educational excellence through the development of communication and computational skills among the district's students. The Board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical/computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

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Adopted:

Revised:

Cross Refs: AD, School District Mission

Legal Refs: §§ 161.102, 167.268, 168.171, 170.011, .015, .041, RSMo.

Mo. Const. art. 1, §§ 5-7

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INSTRUCTIONAL INTERVENTIONS

The Southwest Livingston Co. R-I School Dist is strongly committed to creating an environment that promotes high achievement for all students. The Board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the Board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

Reading Improvement Instruction

Reading Intervention Plans for Students in Grades K-3

Students enrolling in or currently attending grades K-3 who are reading below grade level or otherwise failing to meet the district's objectives will be provided a reading intervention plan that includes reading improvement instruction designed to assist the student to read at grade level by third grade. All students enrolling who are identified as reading below grade level will receive an individual plan of reading intervention. The plan may include individual and group activities, and the parents/guardians may be consulted. Hours of reading improvement instruction that fall outside normal school hours may be counted in the calculation of average daily attendance for state aid.

Reading Improvement Plans for Students in Grades 3-6

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day.

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six.

Dyslexia and Related Disorders

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

Screening results will be provided to the student's parents/guardians and district employees who have a legitimate educational interest.

FILE: IGAB
Critical

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

Remediation as a Condition of Promotion

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: GCL, Professional Staff Development Opportunities
JO, Student Records

Legal Refs: §§ 162.670 - .999, 167.268, .340, .640, .645, .950, 633.420, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213, §§ 5 - 7
34 C.F.R. Part 104

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

TEACHING ABOUT RELIGION

Pursuant to state and federal law, the Southwest Livingston Co. R-I School Dist may teach about religion but may not promote any particular religion or religious belief. Books of a religious nature may be used in the classroom as part of instruction as long as such books are not used in a manner that violates the Establishment Clause of the First Amendment to the U.S. Constitution.

No course or portion of any course taught in the district will have the primary purpose or effect of illegally advancing or inhibiting religion.

Nothing in this policy is to be construed as inhibiting otherwise constitutionally protected religious expression by any individual.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: Mo. Const., art. I, §§ 5-7
§ 170.340, RSMo.
U.S. Const., art. I

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

OCCUPATIONAL EDUCATION

Career Education

The Board recognizes that career education is a developmental process designed to help students prepare for life roles in the family, the community, occupations and avocations. The Board also recognizes that the development of career education enables students of all ages to examine attitudes, interests, aptitudes and abilities in order to relate them to career opportunities, and to make valid decisions regarding further education and future endeavors.

Therefore, the Board will provide career education for students at all levels of instruction. Career education in the elementary schools shall consist of career awareness and the exploration of career opportunities in various fields. At the secondary level, it will incorporate career exploration, career guidance, and vocational training opportunities, with the latter designed to equip students to enter post-secondary training for occupational areas, and/or enter specific occupations directly out of high school.

Vocational Education

Vocational training programs shall be an integral part of the comprehensive high school concept in the school district. Efforts will be made to keep vocational programs relevant to job requirements, and reflective of area needs, as well as being geared to the current and future technological and economic conditions. These programs shall provide students with the basic skills to enter the world of work, to obtain additional vocational skills and/or to continue their formal education. Vocational education, as a core component of comprehensive education, will share with other aspects of the high school curriculum in the development of character, attitudes and work skills.

District vocational programs shall meet all federal and state guidelines and requirements. Advisory councils will be utilized in all vocational programs.

Following the concept of area vocational-technical schools as established by the Missouri Department of Elementary and Secondary Education, students from the Southwest Livingston Co. R-I School Dist may attend vocational-technical training programs at the Area Vocational-Technical facility.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 178.420 - .560, RSMo.

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District vocational programs shall meet all federal and state guidelines and requirements. Advisory councils will be utilized in all vocational programs.

The district will comply with provisions of the Student Right to Know and Campus Security Act for all post-secondary students attending the area vocational-technical school.

Following the concept of area vocational-technical schools as established by the Missouri Department of Elementary and Secondary Education, students from the Southwest Livingston Co. R-I School Dist may attend vocational-technical training programs at the area vocational-technical facility.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 178.420 - .560, RSMo.
The Student Right to Know and Campus Security Act, P.L. 101-542

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TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

The Board of Education believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both the school and other community agencies must share in the development and direction of programs to alleviate the problems of drug abuse. Therefore, the school district will abide by the following:

1. Establish and maintain a realistic, meaningful drug, alcohol and tobacco education program that will be incorporated into the total educational program.
2. Establish and maintain an ongoing professional development program for school personnel in the areas of drug, alcohol and tobacco use.
3. Cooperate with government and private agencies offering services related to drug, alcohol and tobacco problems.
4. Encourage and support activities that will develop a positive peer influence in the area of drugs, alcohol and tobacco.
5. Create a climate whereby students may seek and receive counseling about drugs, alcohol and tobacco and related problems without fear of reprisal.
6. Follow federal mandates concerning drug, alcohol and tobacco education.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ADF, District Wellness Program
AH, Use of Tobacco Products and Imitation Tobacco Products
JFCH, Student Alcohol/Drug Abuse

Legal Refs: The Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7118
20 U.S.C. §§ 111-13

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SEXUAL HEALTH INSTRUCTION

The Board of Education recognizes that parents/guardians should be 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.

The district will offer instruction in human sexuality and will provide instruction regarding sexual abuse as required by law. All instruction will be appropriate to the age of the students receiving the instruction, and students may be separated by gender for the instruction.

Notice and Opt-Out

The district will notify parents/guardians of the basic content of the district's human sexuality and sexual abuse instruction. The district will also notify parents/guardians of their right to remove their student from any part of the district's instruction on these topics upon written request. The district will make all curriculum materials used in the district's human sexuality and sexual abuse instruction available for inspection prior to the use of such materials in actual instruction.

Human Sexuality and Sexually Transmitted Diseases

As required by state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Stress that sexually transmitted diseases are serious possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papillomavirus (HPV), hepatitis and other sexually transmitted diseases.
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present

students with information on contraceptives and pregnancy in a manner consistent with the provisions of federal abstinence education law.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.
6. Teach students about consent, sexual harassment and sexual violence. Specifically, students will be taught that:

A) *Consent* is a freely given agreement to the conduct at issue by a competent person, and that:

- ▶ An expression of lack of consent through words or conduct does not constitute consent.
- ▶ Lack of verbal or physical resistance does not constitute consent.
- ▶ Submission resulting from the use of force, threat of force or fear does not constitute consent.
- ▶ A current or previous dating, social or sexual relationship between two parties does not by itself constitute consent.
- ▶ The manner of dress chosen by a person does not constitute consent.

B) *Sexual harassment* is uninvited and unwelcome verbal or physical behavior of a sexual nature, especially by a person in authority toward a subordinate.

C) *Sexual violence* is causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress or without the person's consent.

7. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and statutory sodomy.
8. Teach students about the characteristics of and ways to identify sexual predators.
9. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging.
10. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."
11. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. No district personnel or agents, acting in their official capacities, will encourage any student to have an abortion.

Sexual Abuse

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

FILE: IGAEB
Critical

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage
JHG, Reporting and Investigating Child Abuse and Neglect
KB, Public Information Program

Legal Refs: §§ 167.171, 170.015, .045, 566.032 - .034, .062 - .064, RSMo.
42 U.S.C. § 710

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

Section 504 and ADA Compliance Officer

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

Notice and Child Find

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

Grievance Procedure

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

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Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

FILE: IGB
Critical

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
ECG, Animals on District Property
FB, Facilities Planning
FEF, Construction Contracts Bidding and Awards
JGE, Discipline of Students with Disabilities
JHCF, Student Allergy Prevention and Response
JHDA, Surveying, Analyzing or Evaluating Students
JO, Student Records

Legal Refs: The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SPECIAL EDUCATION

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

Child Find

The district has an obligation to locate, identify and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless or attend private schools located within the boundaries of the school district. Any individual who knows or believes that a student has a disability and is in need of accommodation or special education should contact the school's principal or the district's special education director immediately.

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

Evaluation and Identification

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

Specific Learning Disabilities

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

Children Three to Five Years of Age

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

Independent Evaluations

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

Students Placed in Private Schools by Their Parents/Guardians

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

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

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

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

Extended School Year

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

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

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

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

Mediation

The Board of Education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, Sharon Hein is authorized to perform his or her duties under this section.

FILE: IGBA
Critical

Resolution

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
DGA, Authorized Signatures
ECG, Animals on District Property
EHBC, Data Governance and Security
JCB, Transfers within the District
JCC, Transfers outside the District
JECC, Assignment of Students to Grade Levels/Classes
JGE, Discipline of Students with Disabilities
JHCF, Student Allergy Prevention and Response
JHDA, Surveying, Analyzing or Evaluating Students
JO, Student Records
KKB, Audio and Visual Recording

Legal Refs: §§ 161.850, 162.670 - .999, RSMo.
Missouri State Plan for Special Education
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

The Southwest Livingston Co. R-I School Dist Board of Education believes that engaging parents and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community.

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

Missouri Parent and Family Involvement and Engagement Goals

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

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

Title I Program Parent and Family Involvement and Engagement

District Policy

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

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

5. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

School Policy

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

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

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

1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.
2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
 - ▶ Timely information about Title I programs.
 - ▶ A description and explanation of the curriculum.
 - ▶ The forms of academic assessment used to measure student progress.
 - ▶ The achievement levels of the Missouri Learning Standards (MLS).

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

Building Capacity for Involvement

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

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.

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

Accessibility

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

Policy Evaluation

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

FILE: IGBC
Critical

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

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ADF, District Wellness Program
DJFA, Federal Programs and Projects
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KB, Public Information Program
KI, Public Solicitations/Advertising in District Facilities
KL, Public Concerns and Complaints
KLA, Concerns and Complaints Regarding Federal Programs

MSIP Refs: G-5, G-9, G-11

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 - 7981

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

PROGRAMS FOR HOMELESS STUDENTS

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

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

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

District Liaison for Homeless Students

The Board designates the following individual to act as the district's liaison for homeless students (homeless liaison):

Burnie Schneiderheinze
4944 Highway DD, Ludlow, MO 64656
660-738-4433

The homeless liaison shall designate and train another district employee to serve as the homeless liaison in the absence of the homeless liaison.

School of Origin

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, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

Enrollment

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

Immediately upon identifying the student as being eligible for homeless services, the selected school shall ensure that the student is attending class and participating fully in school activities.

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 nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian or the student if unaccompanied by a parent/guardian.
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parent/guardian or the unaccompanied student.

The choice regarding placement shall be made regardless of whether the homeless student lives with his or her parents/guardians or has been temporarily placed elsewhere. If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of his or her right to appeal the district's decision.

If the district determines that placement should be in the school of origin, the student will continue his or her education in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parent/guardian or unaccompanied student, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied student and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the action was proposed or refused;
3. A description of any other options the district considered;
4. The reasons other options were rejected;
5. A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;
6. Appropriate timelines to ensure any relevant deadlines are not missed; and
7. Contact information for the local liaison and the state coordinator for homeless students (state coordinator) and a brief description of their respective roles.

Services

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

FILE: IGBCA
Critical

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

Transportation

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Southwest Livingston Co. R-I School Dist, the district will provide transportation to and from the school of origin at the request of the parent/guardian or homeless liaison, 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 different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

Records

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records 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/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

Homeless Liaison Responsibilities

The homeless liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the homeless liaison. The homeless liaison will ensure that:

1. Homeless students, including homeless preschool-age children, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students have access to and receive education services for which they are eligible, including Head Start and Early Head Start, early intervention services under the Individuals with Disabilities Education Act, and preschool programs administered by the district, as well as referrals to healthcare services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents/guardians of homeless students are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youth and unaccompanied youth, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents/guardians and youth.
6. Enrollment disputes are mediated in accordance with law.
7. The parents/guardians of homeless students and unaccompanied students are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.
9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Unaccompanied students:

FILE: IGBCA
Critical

- ▶ Are enrolled in school;
 - ▶ Have opportunities to meet the same challenging state academic standards that are established for other students; and
 - ▶ Are informed of their status as independent students under laws applicable to higher education and that they may obtain assistance from the homeless liaison in order to receive verification of this status for the purposes of applying for federal student aid.
11. Students who need to obtain immunizations or medical or immunization records will receive assistance.
 12. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
 13. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.
 14. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

Disputes

Parents/Guardians or unaccompanied students may appeal district decisions regarding eligibility, enrollment or placement in accordance with the Standard Complaint Resolution Process adopted by DESE. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will inform the parent/guardian or unaccompanied student of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

1. If the parent, guardian or unaccompanied student has a complaint regarding the education of a homeless student, the person (complainant) must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school the student attends. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the complainant.
2. The complainant can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may

mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.

3. If the dispute is not resolved by the homeless liaison, the complainant may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the complainant may file a written complaint with the Board of Education. The Board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the Board. If the dispute is not resolved by the Board in a manner satisfactory to the complainant, an appeal may be brought to DESE in accordance with the state complaint resolution process, which the homeless liaison will provide to the complainant.

While the dispute process is ongoing, the student in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the student, the student shall be enrolled at the school to which the parent/guardian or unaccompanied student seeks enrollment while the final resolution of the dispute is pending. The student shall be allowed to fully participate in school activities and receive transportation, if requested.

If the parent/guardian or unaccompanied student are English learners, use a native language other than English, or need additional supports due to a disability, the district shall make translators, interpreters or other support services available without charge and in the appropriate language.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EEA, Student Transportation Services
JCB, Transfers within the District
JCC, Transfers outside the District

FILE: IGBCA
Critical

JEC, School Admissions
JECA, Admission of Students
JECC, Assignment of Students to Grade Levels/Classes
KLA, Concerns and Complaints Regarding Federal Programs

Legal Refs: §§ 167.020, .181, 210.003, RSMo.
19 C.S.R. 20-28.010
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
34 C.F.R. Part 99
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42
U.S.C. §§ 11431 - 11435

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

PROGRAMS FOR MIGRATORY STUDENTS

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

The superintendent or designee will develop an MEP that includes the following components:

1. A written procedure for identifying students who may be migratory that provides for notification to appropriate personnel designated by the Department of Elementary and Secondary Education (DESE) of potentially eligible students.
2. A procedure to help identify and recruit, throughout the school year, those students residing in the district who have family members who have been or are engaged in seasonal or temporary agriculture-related work.
3. Assessment of the educational, health and social needs of each student identified as migratory and development of objectives to address those needs so that migratory students are able to meet Missouri learning standards.
4. Advocacy to allow students and families to gain access to health, nutrition and social services.
5. Review of existing programs and resources to determine which can help meet the needs of migratory children and ensure that the children have access to them.
6. A full range of educational services for migratory students.
7. Instructional programs for migratory students that supplement existing educational programs.
8. An opportunity for meaningful participation in the program by parents/guardians and families of migratory students.
9. A parent advisory committee to consult with district officials and staff in the planning, implementation and evaluation of the program.

FILE: IGBCB
Critical

10. Professional development for teachers that is designed to improve the quality of education for migratory students, including required training by DESE's Migrant Education and English Language Learning (MELL) program.
11. Provision of information to district personnel about any required participation in professional development provided by DESE's MELL program.
12. Assistance for secondary school students transitioning from school to postsecondary education, employment or military service.
13. Provision of needs assessment, evaluation, financial and other information needed for DESE to carry out its duties.
14. A process for prioritizing the provision of services in order to ensure that if there are limited resources, students most at risk of failing receive services ahead of other students.

Parent and Family Involvement and Engagement

Information about the district's MEP will be disseminated throughout the community and to parents/guardians of students in the program. Parents/Guardians and families will be invited and encouraged to participate in parent/guardian and family involvement and engagement activities developed pursuant to policy IGBC. The district will, whenever possible, communicate with migratory students' parents/guardians who are not proficient in English in a language understandable to the parents/guardians.

Records

The superintendent or designee will maintain and regularly update education and health records of students eligible to receive migrant services, including the date identified, the date approved for services and the services provided. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

The district will provide the results of need assessments, evaluations, financial information and other information as requested by DESE.

Nonpublic Students

The district will provide services to migratory students in nonpublic schools in accordance with law.

Program Evaluation

The superintendent or designee will regularly evaluate the MEP to determine whether the program is meeting the assessed needs of identified migratory students and whether all migratory students have access to the program. Further, the evaluation will determine whether services and resources for migratory students are comparable to the services and resources available to other students in the district.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
DJFA, Federal Programs and Projects
JEC, School Admissions
JO, Student Records

Legal Refs: The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6391 - 6399

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

AT-RISK STUDENTS
(K-12 Districts)

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

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

Identification of Ninth-Grade Students at Risk

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

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

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

FILE: IGBD
Critical

Other Programs

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

Students Leaving School Prior to Graduation

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JEA, Compulsory and Part-Time Attendance
JED, Student Absences and Excuses
JFCL, A+ Schools Program
JG, Student Discipline
JHD, Student Counseling Program

Legal Refs: §§ 167.273, .275, .280, .903, .905, RSMo.
6 C.S.R. 10-4.040

MSIP Refs: I-6

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENTS IN FOSTER CARE
(K-12 Districts)

The Southwest Livingston Co. R-I School Dist recognizes that students in foster care face unusual educational challenges. The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the district will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services.

Definitions

Foster Care - Twenty-four-hour substitute care for children placed away from their parents/guardians and for whom the CD has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions and pre-adoptive homes, regardless of whether the home, shelter, facility or institution is licensed or receives payments from the state.

Foster Care Student - Any pre-K-12 student who is residing in a foster care setting in this state or who is awaiting foster care.

School of Origin - The school or preschool in which the student was enrolled at the time of placement in foster care. If the student's placement changes, the school of origin is the school or preschool in which the student was enrolled at the time of the change.

Liaison/Point of Contact

The district designates the following individual as the liaison for foster care students:

Burnie Schneiderheinze
4944 Highway DD, Ludlow, MO 64656
660-738-4433
bschneiderheinze@southwestrl.org

The liaison will provide assistance regarding all aspects of the enrollment, placement, transfer and withdrawal of children in foster care and serve as the point of contact for DESE and the CD. The liaison will also work with DESE and the CD to implement the district's complaint resolution process.

Enrollment and Placement of Foster Care Students

Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Southwest Livingston Co. R-I School Dist will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

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

Best-Interest Determination

Placement

Within three days of the student enrolling, the liaison will organize a meeting or consultation to determine which placement is in the best interest of the student. The meeting or consultation will include a representative of the CD; the foster parents; a representative from the school of origin; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team and, using child-centered criteria, including the appropriateness of the current educational setting and proximity to the school in which the student is enrolled at the time, will determine the best placement for the student. Transportation costs will not be a factor. If the BID team cannot reach a consensus regarding the best placement, the representative from the CD will make the final determination.

The district of placement may bill the district of residence for local tax effort in accordance with law.

Dispute Resolution

If the legal, putative or biological parent (parent) or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, the parent or educational decision maker ("disputant") may contact the liaison to implement the dispute resolution process. The liaison will provide the disputant with a copy of the district's dispute resolution procedures and answer any questions about the resolution process.

Transportation

If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided promptly and in a cost-effective manner in accordance with law. If there are additional costs incurred by the school of origin, the costs will be paid by the CD or the district or shared by the CD and the district.

Transportation Disputes

Disputes over transportation will be handled in the same manner as disputes over placement.

Records

The foster care liaison will provide foster parents and other legal guardians access to student records. In accordance with law, the district will allow a child-placement agency access to a foster care student's records for the purposes of assisting the school transfer or placement of a student and fulfilling educational case management responsibilities required by the juvenile officer or by law.

The liaison will ensure that student records are properly transferred between the Southwest Livingston Co. R-I School Dist and any other district from or to which foster students transfer. When a request involves a foster care student, the liaison will:

1. Respond within three business days to a request for records by another district, and
2. Request records from other districts within two days of enrolling a student.

Attendance

If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and the district will not lower the student's grade as a result of absence under these circumstances.

Programs and Activities

The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Locally imposed application deadlines for participation in extracurricular activities will be waived for foster care students who are otherwise eligible to participate in the activities. Participation in activities governed by the Missouri State High School Activities Association (MSHSAA) will be permitted in accordance with the rules established by MSHSAA. Foster care students are automatically eligible for participation in the district's free nutrition program.

Graduation

In order to facilitate timely graduation of foster care students, the district will:

1. Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school. If such coursework is not waived, the district will provide reasonable justification for the denial.
2. Accept the results of exit exams, end-of-course exams, nationally norm-referenced tests or alternative testing from another school to satisfy district testing requirements related to graduation.
3. Accept for credit full or partial coursework completed at the previous school attended in accordance with district policy.

If a foster care student who enrolls in the district at the beginning of or during his or her senior year cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, the liaison will contact the student's previous district to determine whether the student is eligible to receive a diploma from the previous school.

The Southwest Livingston Co. R-I School Dist will award a diploma to foster care students who transfer out of the district at the beginning of or during the senior year if, considering all courses, tests and attendance at the school to which the student transferred, the student has met the Southwest Livingston Co. R-I School Dist graduation requirements.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JCB, Transfers within the District
JCC, Transfers outside the District
JEC, School Admissions
JECA, Eligibility to Enroll
JECC, Assignment of Students to Grade Levels/Classes
JED, Student Absences and Excuses
JHCB, Immunizations of Students
JO, Student Records

Legal Refs: §§ 160.1990, 167.018 - .019, 210.760, .1050, RSMo.
The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6311 - 6322
34 C.F.R. § 299.13
45 C.F.R. § 1355.20

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

HOMEBOUND INSTRUCTION

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

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

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

PROGRAMS FOR ENGLISH LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Definitions

English Learner (EL) – Any student who:

1. Is age 3–21, and
2. Is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
 - ▶ Was not born in the United States or whose native language is a language other than English, or
 - ▶ Is Native American, an Alaska Native or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or
 - ▶ Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

Immigrant Student – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

Identifying EL Students

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

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

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

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.

2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

Parental Rights

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the

FILE: IGBH
Critical

student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Parental Notification

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

EL Coordinator

The district's EL program coordinator is Burnie Schneiderheinze.

The EL coordinator shall have the following duties:

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Ensure that any student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.
3. Determine the appropriate instructional environment for EL students.
4. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.
6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.
7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
DJFA, Federal Programs and Projects

Legal Refs: Equal Educational Opportunities Act, 20 U.S.C. § 1703(f)
English Language Acquisition, Language Enhancement, and Academic
Achievement Act, 20 U.S.C. §§ 6811 - 7014
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
34 C.F.R. Part 100
Plyler v. Doe, 457 U.S. 202 (1982)
Lau v. Nichols, 414 U.S. 563 (1974)
Castaneda v. Pickard, 648 F.2d 989 (5th Cir.1981)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

HOME SCHOOLING

In lieu of regular school attendance in the Southwest Livingston Co. R-I School Dist, a child may be excused from compulsory school attendance if the child is provided with home schooling as authorized by Missouri law. Any alleged violation of the compulsory education law shall be referred to the prosecuting attorney of the county where the child legally resides.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: 167.031, .042, 210.167, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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EXTENDED INSTRUCTIONAL PROGRAMS

The Southwest Livingston Co. R-I School Dist shall attempt to provide continuous progress in education to fit the needs of individuals of the community. In meeting these needs, the district may provide programs beyond those offered during the regular school day. The district will pursue all available state or federal aid for its extended instructional programs.

Adult Education

The Board may provide school facilities for the purpose of maintaining and expanding programs and services for persons interested in adult education. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the adult education program; however, the program shall be provided only out of revenue derived by the school district from sources other than state appropriations.

Early Childhood

The Board recognizes the critical importance of the early years in determining the educational development of children and, insofar as resources permit, encourages programs designed to help meet the physical, emotional, social and intellectual needs of preschool-age children.

The district will provide services to students with disabilities beginning at age three in accordance with the Individuals with Disabilities Education Act and as required by other applicable law.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. A student's individualized education program (IEP) team will determine whether ESY services are necessary and the length, nature and type of services to be provided.

Extended-Day Childcare

The district may establish before- and after-school childcare programs for students and may charge a fee for such programs.

FILE: IGC
Critical

Reading Improvement Instruction

As allowed and/or required by law and in accordance with policy IGAB, the district will implement programs of reading improvement instruction that may take place outside the regular school day.

Remediation as a Condition of Promotion

The district may operate remediation programs outside the regular school day, including during summer school, as described in policy IGAB.

Summer School

The district may offer summer school programs for the enrichment of district students and may also offer a pre-kindergarten summer school program for students who will reach the age of five before August 1 of the school year beginning in that calendar year.

In accordance with law, the district will establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students who have a reading improvement plan. Summer school may also be utilized for remediation as a condition of promotion.

Violence Prevention

The district may provide a violence prevention instructional program. The program shall instruct students on the negative consequences of membership in or association with criminal street gangs or street gang activity, encourage nonviolent conflict resolution of problems facing youth, present alternative constructive activities for the students and encourage community participation in program instruction. The program shall be administered as appropriate for different grade levels and shall not be offered for academic credit. The district will contact the Department of Elementary and Secondary Education for guidance in establishing a violence prevention instructional program and will apply for any available state or federal aid.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.053, .500, 161.650, 167.645, 171.091, 178.280, .290, .693, .695, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

VIRTUAL COURSES

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

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

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

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

Enrollment in Virtual Courses

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable.

A student or parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a MOCAP virtual course through the district. The student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff, such as the school counselor or district special education director, determines that there is good cause to refuse the student enrollment in the course. For enrollment in a MOCAP course, good cause is limited to situations where it is not in the best educational interest of the student to enroll in the course.

FILE: IGCD
Critical

Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE) as detailed later in this policy. For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. The superintendent or designee is authorized to consult the district's attorney prior to making a decision.

Students with Disabilities

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

If a student who is receiving accommodations for a disability under Section 504 of the Rehabilitation Act (Section 504) is enrolled in a virtual course, the student's Section 504 team will determine whether any additional accommodations are necessary for the student.

Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not successful in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors not controlled by the student.

Students enrolled in a district-sponsored or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law. A completed virtual course shall be counted as no less than 95 percent attendance for purposes of A+ eligibility.

End-of-Course (EOC) Examinations

Students are required to take state-required EOC examinations administered by the district regardless of whether the course for which the examination is required was taken virtually or in the traditional classroom.

Notice

The district will inform students and parents/guardians in handbooks, registration documents and on the homepage of the district's website of the option to enroll in virtual courses, including courses offered through MOCAP, as required by law.

MOCAP

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

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

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

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

*A student will be excused from this requirement if he or she has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the district during the previous semester.

The district is not obligated to provide students computers, equipment or Internet access to take a MOCAP course unless otherwise required by law to accommodate a student with a disability.

FILE: IGCD
Critical

District counselors or certificated staff will develop an individual career and academic plan (ICAP) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a MOCAP course.

Appeal

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

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

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

Payment

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

Monitoring and Reporting

The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a student from a course if it does not meet the educational needs of the student. The district may terminate access to a course or refuse to allow students to enroll in a MOCAP course if the district determines that the course is not meeting the educational needs of the students enrolled in the course.

All concerns regarding the quality or delivery of a MOCAP course will be reported to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Transfers

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
BDC, Closed Meetings, Records and Votes
BDDH, Public Participation at Board Meetings
JEA, Compulsory and Part-Time Attendance
JECC, Assignment of Students to Grade Levels/Classes
JFCF, Bullying
JG-R1, Student Discipline
JHD, Student Counseling Program

Legal Refs: §§ 161.670; 610.021, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417

FILE: IGCD
Critical

The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
34 C.F.R. Part 104
34 C.F.R. Part 300

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

NONTRADITIONAL INSTRUCTION OPTIONS *(K-12 Districts)*

The Southwest Livingston Co. R-I School Dist strives to provide a diverse range of courses to meet student needs and interests. In addition to traditional course options, the district encourages staff to seek methods of instruction outside the traditional classroom setting when doing so would assist students toward graduation or provide postsecondary and vocational preparation. The district may also utilize diverse instruction options for homebound students, students under long-term suspension or other students the district determines to be in need of alternative instructional arrangements.

Instruction options may include off-campus instruction, virtual instruction or other instructional experiences outside the regular classroom setting. Before offering nontraditional instruction options, staff must verify that such options are eligible for state aid, align with state and federal requirements and are consistent with the instructional goals of the district. Staff must also ensure that adequate supervision is provided, that students are under the guidance and direction of certified teachers and that the district is insured for the program.

Unless otherwise required by law, participation in nontraditional instruction programs is a privilege. Students who do not succeed in alternative instructional environments may be transferred to other programs, including the district's standard program. Students are subject to district discipline while participating in nontraditional programs.

Virtual Instruction

The district may offer instruction through district-sponsored virtual courses and will approve students to take virtual courses through the Missouri Course Access Program (MOCAP) in accordance with policy IGCD and law.

Dual Enrollment in Postsecondary Courses

The district may enter into an agreement with a Missouri public community college or public or private four-year college or university to offer students postsecondary courses on the postsecondary school's campus or virtually through the postsecondary school at the district's expense. Students will receive both high school and college credit.

Academic/Curriculum-Based Service Learning

The district may offer academic/curriculum-based service learning that allows students to engage in community service with the opportunity to enrich the learning experience, teach civic responsibility and strengthen communities.

Off-Campus Learning Opportunities

The district may award credit for additional off-campus learning experiences that have been approved by the district and meet the requirements of the Department of Elementary and Secondary Education (DESE). Such programs may include off-campus academic programs, career exploration programs, cooperative career education programs, work experiences for students with disabilities, the School Flex Program, and instruction in a sheltered workshop setting. The district will obtain written approval from DESE, when required, prior to implementing an off-campus program.

The district may offer credit for these off-campus opportunities in accordance with DESE requirements. The amount and type of credit awarded will depend on the hours spent in the activity and the extent to which those activities are consistent with the student's individual career and academic plan (ICAP).

School Flex Program

The district may participate in a program that allows a student to be employed or attend an off-campus college or a technical/career program while still being considered a full-time student of the school district. The program is only open to juniors and seniors who have approval from the principal and their parents/guardians. To participate in the program, the student must:

1. Have an ICAP that meets DESE's criteria.
2. Attend the district a minimum of two instructional hours per school day.
3. Pursue a timely graduation through an enrollment in district-required classes in order to meet graduation requirements.
4. Provide evidence of college or technical/career education enrollment and attendance or proof of employment and labor that is aligned with the student's ICAP developed in conjunction with the district.
5. Refrain from being expelled or suspended while participating in the program.
6. Maintain a 95 percent attendance rate.

A student participating in the School Flex Program will be considered a full-time student of the district and will receive academic credit for his or her off-campus education or employment.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JEA, Compulsory and Part-Time Attendance
JHD, Student Counseling Program

Legal Refs: §§ 160.539, 161.670, 162.1250, 167.223, RSMo.
5 C.S.R. 20-100.230

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS

The Board of Education believes that student activities sponsored by the district are a vital part of the total educational program and should be used as a means of developing social interactions, as well as knowledge and skills for students enrolled in the district. The Board further recognizes that not all of the district's goals and objectives can be met in formal classroom study and authorizes the use of necessary resources to provide student extracurricular activities and groups.

The Board directs the superintendent or designee to administer the district's extracurricular activities and groups and create any administrative procedures necessary for implementation of this policy.

Student-initiated groups formed pursuant to the Equal Access Act are subject to the applicable Board policy for such groups in addition to this policy.

Definitions

Extracurricular Activity or Group – All district-sponsored student activities and groups meeting or occurring during noninstructional time. Extracurricular activities or groups may be either cocurricular or noncurricular.

Cocurricular Activity or Group – An extracurricular activity or group that meets any one of the following criteria:

1. The subject matter of the activity or group is or will be taught in a regularly offered class.
2. The subject matter of the activity or group concerns the body of courses as a whole.
3. Participation in the group is a requirement for a course.
4. Academic credit is granted for participation.

Noncurricular Activity or Group – An extracurricular activity or group that primarily involves students, occurs outside of academic class time and is not cocurricular.

Sponsors, Advisors and Coaches

All extracurricular activities or groups must have an appointed sponsor, advisor or coach. In general, the sponsor, advisor or coach must be a district employee; however, upon the recommendation of the superintendent and approval by the Board, an individual who is not an employee may serve as a sponsor, advisor or coach subject to the completion of the criminal

FILE: IGD
Critical

background check required of employees. It shall be the duty of such individuals to attend all meetings, functions or practices of the relevant group, advise and supervise students, and keep the appropriate principal informed regarding activities. All district-sponsored extracurricular activities must be included on the school calendar.

Participation

Students may belong to and take part in all extracurricular activities or groups for which they are qualified, regardless of race, color, religion, sex, national origin, ancestry, disability or any other personal characteristic protected under the district's policy prohibiting discrimination and harassment. Participation in all extracurricular activities or groups is voluntary unless participation is required for an academic course in which the student is enrolled.

All students participating in extracurricular activities or groups are subject to district supervision and discipline. Students must comply with all policies, eligibility requirements, rules and procedures established by the district and the Missouri State High School Activities Association (MSHSAA), when applicable. Students who wish to participate in district athletic programs will not be allowed to participate until all required paperwork has been submitted, in accordance with law and district procedures.

If an extracurricular activity has an application deadline for participation, that deadline will be waived for students who live in the household of an active duty member of the military and who transfer from another state when the students are otherwise qualified to participate in the activity.

Unless participation in an extracurricular activity or group is required for a course in which the student is enrolled, participation is a privilege, not a right. Students may be excluded from extracurricular activities or groups as a disciplinary action, as a consequence for poor performance in school or otherwise as determined by district administrators. Students and/or their parents/guardians are not entitled to a hearing solely on the basis of exclusion from an extracurricular activity or group that is not required for a course in which the student is enrolled.

Athletics

The Board of Education believes that individual students should have opportunities to grow physically and intellectually through experience in self-discipline and contribution to a team effort made possible through competitive athletics. An athletic program shall be conducted in the district to further the development of students as competitors and spectators through friendly interschool and intraschool contests. The purpose of the program is to develop leadership, good sportsmanship and new friendships while encouraging regular school attendance, academic achievement and engagement in the school community.

In accordance with law, the district will provide equal athletic opportunities to both male and female students and will not illegally discriminate based on the quality of facilities, coaching or instruction, scheduling of practice times or events, or equipment and other related factors.

Insurance

Pursuant to state law and upon the adoption of a resolution by a majority of the entire Board, the district may designate extracurricular activities that the Board believes present unusual physical hazards to students. The Board may then authorize the expenditure of district funds to purchase medical insurance covering students while engaged in the activity, if the purchase of insurance would constitute a financial hardship to the parent/guardian or student. The district may require parents/guardians to provide proof of insurance or equivalent coverage by some other means as a condition of participation in the extracurricular activity.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
JFCF, Bullying
JFCG, Hazing
JHCF, Student Allergy Prevention and Response
KG, Community Use of District Facilities

Legal Refs: §§ 160.2000, 162.063, 167.765, RSMo.
Equal Access Act, 20 U.S.C. §§ 4071 - 4072
Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT-INITIATED GROUP USE OF DISTRICT FACILITIES
(K-12 Districts)

Pursuant to the federal Equal Access Act and Missouri law, secondary schools of the district will provide an opportunity for student-initiated noncurricular groups to conduct meetings or activities on district property to the same extent that the district allows other noncurricular student groups to meet on school premises during noninstructional time. Student-initiated noncurricular groups will not be denied access on the basis of religious, political, philosophical or other content of speech at such meetings or activities. Only students in secondary schools will be allowed to initiate groups whose meetings or activities are held on district property. For the purposes of this policy, a secondary school student is a student enrolled in grades 9-12.

The superintendent or designee may create administrative procedures to govern the use of district facilities by student-initiated noncurricular groups. In addition, district-sponsored student groups are governed by policy IGD, and community use of district facilities is governed by policy KG.

The following guidelines apply to all student-initiated noncurricular groups, meetings and activities:

1. Meetings and activities must be voluntary and student initiated. No student shall be in any way coerced to participate.
2. Employees of the district may not sponsor, promote or lead student-initiated noncurricular groups, activities or meetings, but a teacher, administrator or other school employee may be assigned to the meeting or activity to monitor facility use and student conduct. No employee will be compelled to attend a meeting or activity if the content of the speech at the meeting or activity is contrary to the employee's beliefs. Employees and agents of the school are to be present solely in a nonparticipatory capacity at any student-initiated religious activity held at school and will strictly observe a policy of official neutrality regarding religious activity.
3. Meetings and activities may not materially and substantially interfere with the orderly conduct of educational activities within the school.
4. Except for incidental building costs, no public funds will be expended for student-initiated noncurricular groups.
5. Community members other than students may not direct, conduct, control or regularly attend meetings or activities.

FILE: IGDA
Critical

Student Conduct at Meetings

Students attending student-initiated noncurricular meetings or activities must follow all district rules and procedures governing student conduct. The district reserves the right to maintain order and discipline, as well as to protect the safety and well-being of students and employees.

Access to Communication Channels

Student-initiated noncurricular groups at the secondary school level shall have the same access allowed to all other noncurricular student groups to channels of communication for publicizing their meetings, including the public address system, designated bulletin boards, school newspapers and the calendar of events. The school may uniformly state in these media that such organizations or their meetings are not sponsored by the school.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: KG, Community Use of District Facilities
KI, Public Solicitations/Advertising in District Facilities
KKB, Audio and Visual Recording

Legal Refs: § 160.2500, RSMo.
U.S. Const. amend. I
The Equal Access Act, 20 U.S.C. §§ 4071 - 4072
Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT PUBLICATIONS

The Board recognizes creative student expression as an educational benefit of the school experience. One medium of expression is student journalism. Some student publications, such as annual yearbooks, school newspapers and student-created or student-edited web pages, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Faculty advisers will be assigned to guide students engaged in these activities. Any commercial advertisements in these publications will conform to administrative procedures.

The following school-sponsored student publications at the secondary level are authorized by the Board of Education:

- ▶ School Newspaper and/or Magazine -- A school newspaper and/or magazine will be published under the direction of a faculty sponsor. Its purposes are to promote communication between classes and allow students the opportunity to illustrate their creativity and writing skills. The paper may be distributed for a nominal charge to students.
- ▶ Yearbook -- A yearbook will be published under the direction of a faculty sponsor. Its purpose will be to provide a history of pertinent information and school events for the current school year. The yearbook will be available to students at a cost to be annually determined by the school administration.
- ▶ Web Pages -- Students may be allowed to create or edit web pages under the direction of a designated faculty member. Its purposes are to inform the district staff, students and community of school news and to stimulate creativity and knowledge of new media.

School-sponsored publications and productions are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material which is inconsistent with the district's legitimate educational concerns. All student media shall comply with the ethics and rules of responsible journalism. Information obtained from a student's personally identifiable education records shall not be disclosed in student publications unless the information is Directory Information or the district has received written consent from the parent/guardian or eligible student to release the information.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EHB, Technology Usage
JO, Student Records

Legal Refs: *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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DISTRIBUTION OF NONCURRICULAR STUDENT PUBLICATIONS

I. 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 noncurricular 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:

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

II. Procedures

Anyone 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:

- A. Name and phone number of the person submitting request.
- B. Date(s) and time(s) of day of intended distribution.
- C. Location where material will be distributed.
- D. The grade(s) of students to whom the distribution is intended. Within 24 hours of submission, the 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.

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

If the person is dissatisfied with the decision of the principal (or designee), the person may submit a written request for appeal to the superintendent of schools or his or her secretary.

If the person does not receive a response within three days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in Section III.

At every level of the process, the person submitting the request shall have the right to appear and present the reasons supported by relevant witnesses and material, as to why distribution of the unofficial material is appropriate.

III. Time, Place and Manner of Distribution

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

- A. No unofficial material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of unofficial material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or when it disrupts the use of district technology resources.

IV. Definitions

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

- A. *"Obscene to minors"* is defined as:
1. The average person, applying contemporary community standards, would find that the unofficial material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested; and/or
 2. The unofficial material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and/or
 3. The unofficial material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
- B. *"Minor"* means any person under the age of 18.
- C. *"Material and substantial disruption"* of a normal school activity is defined as follows:
1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out or other related forms of activity.
- In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the material in question.
- D. *"School activities"* means any activity of students sponsored by the school and includes -- by way of example, and not by way of limitation -- classroom work, library activities, physical education classes, official assemblies and

other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

- E. *"Unofficial material"* includes all written or pictorial communications except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, buttons, badges, insignia, brochures, flyers, petitions, placards, underground newspapers, websites, links to websites, and e-mails, whether created by students or others.
- F. *"Libelous"* is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation, or to lower him or her in the esteem of the community.
- G. *"Distribution"* means circulation or dissemination of unofficial material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies or delivery via district technology. It includes displaying unofficial material in areas of the school which are generally frequented by students.

V. **Disciplinary Action**

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

VI. **Notice of Policy to Students**

A copy of this policy will be published in student handbooks and posted conspicuously in school buildings.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Ref: EHB, Technology Usage
JFH, Student Complaints and Grievances
KI, Public Solicitations/Advertising in District Facilities

Legal Ref: §§ 167.161 - .171, 573.010, RSMo.
Bystrom v. Fridley High School Independent School District, 822 F.2d 747
(8th Cir. 1987)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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STUDENT FUNDRAISING

Definition

District-Sponsored Fundraising – Any activity that has the purpose of raising funds in support of a student activity or program and that is administered and conducted by school staff or students involved in the activity or program.

District-Sponsored Fundraisers

The Board prefers that the school district financially support district-sponsored student programs and activities. However, in some cases it may be necessary to raise funds to help support these district endeavors, and the district may involve students in these fundraising activities.

The superintendent and principals will be directly responsible for all district-sponsored fundraising activities conducted in the district or sponsored in any manner by the district. All district-sponsored fundraising activities must first be approved by the building principal and/or the superintendent or designee and must comply with the requirements set out in district policies and procedures, including the district's wellness program and district funds management rules. All funds collected in a district-sponsored fundraiser will be deposited in district accounts.

Student-Initiated Group Fundraisers

Student-initiated groups are not district sponsored, but these groups have the same access to district facilities, communications channels and fundraising opportunities as other district-sponsored noncurricular groups. These groups may conduct fundraising activities, but must follow the same rules applicable to other district-sponsored noncurricular groups.

Fundraising by Other Groups

For liability and funds management purposes, it is essential that district staff not confuse district-sponsored fundraising with fundraising conducted by booster clubs or other groups not directly controlled by the district. Although the district welcomes community involvement in and support of district programs, the district cannot take responsibility for fundraising or the funds collected by such groups. To avoid confusing parents, students and community members participating in the fundraising efforts, only district-sponsored fundraising subject to district rules may occur during the school day or class time.

A group may only use the name, logo or mascot of the district or of a district school in reference to a fundraiser if the fundraiser has been approved by the superintendent or designee or the School Board and the funds raised go to the district as represented in the advertising.

FILE: IGDF
Critical

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ADF, District Wellness Program
DI, Fiscal Accounting and Reporting/Accounting System

Legal Refs: Equal Access Act, 20 U.S.C. §§ 4071, 4072

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

CLASS SIZE

The Board of Education is aware that class size impacts student achievement, and the Board directs the superintendent to work with the administrative staff to assign a reasonable number of students to each class and building in the district.

The Board will adopt target class sizes for the various grade levels after considering the recommendations of the superintendent or designee. The superintendent or designee will annually review these target class sizes and recommend changes when necessary. The Board understands that achieving these targets is dependent upon the financial, physical and staffing resources available to the district and that the district might be required to exceed its target class sizes in some instances in order to educate its resident students. However, the Board will not admit a nonresident student if the admission would cause the district to exceed the target class sizes or student-to-teacher ratios unless required by law to do so.

The superintendent or designee may modify the target class size in situations where the classroom is substantially smaller than the average classroom or when other staffing or physical limitations exist. The superintendent or designee may also modify the target class size when necessary for specialized instruction or in situations where equipment is limited, such as music, art, drama, computer or specialized science courses.

Class Size Limits for Transfers Due to Accreditation

If the district becomes unaccredited or a school district in the same or an adjoining county becomes unaccredited and students are eligible to transfer into a district school by law, the district will allow such transfers as long as they do not result in a class size and assigned enrollment that exceeds the standards set by the Missouri School Improvement Program's Resource Standards.

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Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: DFI, Setting Tuition for District Programs
JCB, Transfers within the District
JECA, Eligibility to Enroll

Legal Refs: § 167.895, RSMo.
Turner v. Clayton, 318 S.W.3d 660 (2010)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and procedures. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: DK, Payment Process
DN, Surplus District Property

FILE: IIA
Critical

KLB, Public Questions, Comments or Concerns Regarding Instructional/Media/
Library Materials

Legal Refs: §§ 170.051 - .171, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the Board of Education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

Intellectual Access

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.

Confidentiality

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EGAAA, Reproduction of Copyrighted Materials
JO, Student Records
KH, Public Gifts to the Schools
KLB, Public Questions, Comments or Concerns Regarding District
Instructional/ Media/Library Materials

Legal Refs: §§ 182.815 - .817, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES
(Selection and Reconsideration of Materials)

The district will obtain materials for the district's media centers and libraries that are current, address the curriculum needs of district instructors and provide the learning resources needed by district students. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district's media centers and school libraries in accordance with the objectives listed in this regulation. Suggestions for the selection and reconsideration of materials will be reviewed at least annually. The superintendent or designee will adopt procedures as needed to accomplish the goals of this regulation.

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.
7. Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:
 - ▶ Material should have permanent or timely values.
 - ▶ Information should be accurate.

- ▶ Material should be presented in a clear manner.
- ▶ Material should be authoritative.

- ▶ Material should have significance.

The above-mentioned criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.

Reconsideration

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually incorrect.
2. A more thorough or more complete resource exists.
3. The resource no longer supports the district's curriculum objectives.
4. The resource is not used by either staff or students.
5. The resource is not recommended by district librarians, teachers or administrators.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 182.815 - .817, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

FIELD TRIPS AND EXCURSIONS

The Board believes that field and activity trips often enhance the program of instruction and add much to the education of a student. Trips may be authorized by the superintendent or delegated representative when the activities contribute substantially to the achievement of desirable educational goals. All field trips should be planned with an educational purpose and in relation to a unit of study. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in the selection of field trips:

- ▶ Value of the activity to the particular class group or class groups.
- ▶ Relationship of the field trip activity to a particular aspect of classroom instruction.
- ▶ Suitability of the activity and distance traveled in terms of the age level of students.
- ▶ Mode and availability of transportation.
- ▶ Cost of field trip or excursion.

Due to the increased cost of transportation, all field trips should be carefully scrutinized by the administration.

All parents of students who are eligible to participate in the field trip shall be notified of the activity.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JHCF, Student Allergy Prevention and Response

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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SCHOOL VOLUNTEERS

The Board of Education recognizes that volunteers make valuable contributions to the district's schools and are an essential component of high student achievement. The Board endorses a volunteer program, encourages volunteer participation and expects district staff to encourage and strengthen community, parent and family involvement in the schools.

The superintendent or designee will create appropriate procedures for attracting, screening and training volunteers. The district will conduct screening and criminal background checks on volunteers as required by law and policy GBEBEC before any volunteer is placed in a position where he or she will be left alone with a student or have access to student education records.

Volunteering in the district is a privilege, not a right. 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 be used only to protect students or minimize disruption to the educational environment.

Although volunteers will provide support services, they are not substitutes for district staff. Volunteers will work under the direction and supervision of district staff.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
GBEBEC, Criminal Background Checks

Legal Refs: § 168.133, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ACADEMIC ACHIEVEMENT

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.
- ▶ 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.

The issuance of grades on a regular basis 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.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The Southwest Livingston Co. R-I School Dist 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. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading 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).

FILE: IKE
Critical

Acceleration

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

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

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

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

Retention

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 162.722, 167.640, .645, RSMo.
Board of Curators, Univ. of Mo. v. Horowitz, 435 U.S. 78 (1978)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

GRADUATION REQUIREMENTS

The Board of Education for the Southwest Livingston Co. R-I School Dist establishes the following graduation requirements as a condition of receiving a diploma. The superintendent or designee will regularly communicate these requirements to students and parents/guardians and recommend modifications to the Board when necessary.

Requirements

A student must meet the following requirements in order to graduate from the Southwest Livingston Co. R-I School Dist, unless otherwise exempted. The student must:

1. Complete a total of 26 credits, including credits required by the State Board of Education.
2. Pass examinations on the provisions and principles of American history, American institutions, American civics, and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)
3. Successfully complete 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. (§ 170.011, RSMo.)
4. Have earned credit in the Southwest Livingston Co. R-I School Dist's educational program between the ninth and twelfth grades.
5. Have taken all required end-of-course (EOC) examinations. (DESE Graduation Guidance)
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. (§ 170.310, RSMo.)

Exceptions

7. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's individualized education program (IEP). Any specific graduation requirement may be waived if recommended by the student's IEP team. (DESE Graduation Guidance)
8. 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 (DESE) and may have some

graduation requirements waived depending on the circumstances. (DESE Graduation Guidance)

9. The district will waive the requirement to pass examinations on the provisions and principles of American history, American institutions and the Missouri and U.S. Constitutions for students who transfer from a school outside Missouri 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. The district will waive the requirement to pass a civics examination when recommended by the student's IEP team. (§ 170.011, RSMo., DESE Graduation Guidance)
10. Graduation requirements for foster care students will be modified or waived in accordance with law and Board policy IGBE. (§ 160.1990, RSMo.)
11. Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district may have graduation requirements modified or waived in accordance with law. (§ 160.2000, RSMo.)
12. Eligible students who successfully complete the Missouri Option Program will be awarded a high school diploma. (5 C.S.R. 20-500.330)

Earning Credit, Substituting Credit and Alternatives

13. 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 students who transfer from a district that uses a different standard for awarding credit.
14. The Southwest Livingston Co. R-I School Dist recognizes units of credit obtained through accredited schools and school districts, including credits earned through courses delivered primarily through electronic media, such as online courses. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations. (§ 161.670, RSMo., DESE Graduation Guidance)
15. 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. (DESE Graduation Guidance)

16. The district may waive one unit of academic credit in English language arts, mathematics, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program. 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. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on 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. Students are also required to meet state requirements regarding American civics. (DESE Graduation Guidance)
17. 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 assessment. Unless otherwise waived by law, students who waive a social studies unit under this section 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. Students are also required to meet state requirements regarding American civics. (§ 170.017, RSMo.)
18. The district may allow a student to fulfill one credit of any district-required mathematics, science or practical arts unit with a district-approved computer science course if the student has taken or is on track to take all courses that require end-of-course examinations for math and science. The district will notify all students relying on this provision that some institutions of higher education may require four units of academic credit in mathematics for college admission. The district will require the parent, guardian or legal custodian of each student to acknowledge in writing that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions. (§ 170.018, RSMo.)
19. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)
20. 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. (DESE Graduation Guidance)

21. Students may earn credit by other means as approved by the Board and in accordance with law.

Diplomas and Certificates

Students who complete the district's graduation requirements or are otherwise entitled to a diploma in accordance with law and district policy will receive a district diploma.

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where a foster student transfers from the district to another school or district or a student in the household of an active duty member of the military transfers to another district, in accordance with law. (§§ 160.1990, .2000, 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of or during their senior year and who will not meet the graduation requirements of the district by the end of the senior year may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (§ 160.2000, RSMo.)

Foster care students who enroll in the district at the beginning of or during their senior year who cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, may receive a diploma from the previous school attended if they are eligible to receive a diploma from the previous school. (§ 160.1990, RSMo.)

Certificate of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education and who have met the district's attendance requirements but have not completed the requirements for graduation may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

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. (§ 170.029, RSMo.)

Seal of Biliteracy

The district may award a Missouri Seal of Biliteracy to students who have attained proficiency in English and at least one other language before high school graduation in accordance with rules established by DESE.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JECC, Assignment of Students to Grade Levels/Classes

MSIP Refs: R-3

Legal Refs: §§ 160.1990, .2000, 161.670, 167.019, 170.011, .017, .018, .029, .310, .345,
171.171, RSMo.
5 C.S.R. 20-100.190, .230

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

EARLY GRADUATION

Students who wish to graduate early will be required to meet with a school counselor and submit written notification to the principal. The school counselor will notify the student's parents or guardians of the student's decision if the student is a dependent. The student will receive a diploma if the student has met the Southwest Livingston Co. R-I School Dist's graduation requirements.

The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies but will be considered an alumni for all other activities.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

GRADUATION EXERCISES

When students complete all graduation requirements, it is an achievement of not only the students, but also the community. The Board will recognize students in a public graduation ceremony that has as its purpose honoring and celebrating the graduates. The superintendent or designee will plan an appropriate ceremony on the date approved by the Board, with input from the students graduating. If appropriate, the district may hold more than one ceremony or recognition celebration.

Speakers at graduation ceremonies are subject to the provisions of policy INC.

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 policy IKF, toward graduation requirements must provide the district with verified documentation of the completion of these courses ten working days prior to the graduation ceremony in order to participate in the 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 with the district, as defined by the district, in order to participate in graduation exercises.

Elementary, middle and junior high schools may hold promotion exercises, but formal graduation programs will be reserved for students successfully exiting the district's education program.

Students Eligible for Services under the IDEA

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) who will have completed four years of high school at the end of a school year may participate in the graduation ceremony and all related activities of the student's graduating class if:

1. The student's Individualized Education Program (IEP) prescribes special education, transition planning, transition services or related services beyond the student's four years of high school, and
2. The student's IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate.

FILE: IKFB
Critical

The student and the student's parent/guardian will be provided written notice of this policy at the annual IEP meeting prior to or during the student's fourth year of high school.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JECC, Assignment of Students to Grade Levels/Classes
JG, Student Discipline
KK, Visitors to District Property/Events

Legal Refs: §§ 160.2500, 162.1125, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ASSESSMENT PROGRAM *(K-12 Districts)*

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

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

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

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

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

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.

FILE: IL
Critical

- ▶ Help the professional staff formulate and recommend instructional policy.
 - ▶ Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
 5. *Accreditation* – To ensure the district obtains and maintains accreditation.

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

Reading Assessment

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

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

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

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

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

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

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

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

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students

FILE: IL
Critical

access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

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

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JHD, Student Counseling Program
JO, Student Records
KB, Public Information Program

MSIP Refs: I-2, I-4

FILE: IL
Critical

Legal Refs: §§ 160.257, .518, .570, .572, 167.645, RSMo.
5 C.S.R. 20-500.330
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
The Elementary and Secondary Education Act, 20 U.S.C. § 6312

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

TEST INTEGRITY AND SECURITY

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.

FILE: ILA
Basic

2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.

4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.

9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Suspension of Support Staff Members
GDPE, Nonrenewal and Termination of Support Staff Members
JG, Student Discipline

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district's educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continual evaluation of the educational programs and instructional processes of the district. Specific measures will be identified to determine program success. The superintendent or designee will periodically review appropriate research studies to determine recent trends and developments in instructional evaluative techniques.

The superintendent will prepare and maintain written reports about the educational programs and instructional processes of the district and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives, an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.

Unless otherwise required by law or Board policy specific to a particular program, the Board will review each district program in accordance with the following schedule. The Board may review any program at any time and is not restricted to the schedule or programs in this policy.

Annual Review

Financial Investment of Surplus Funds

Biennial Review (Every Two Years)

1. Title I
2. Special Education
3. Career/Technical Education
4. Programs for Homeless Students
5. Programs for English Learner (EL) Students (reviewed annually by coordinator)
6. Programs for Migratory Students
7. Programs for At-Risk Students
8. Early Childhood Programs

FILE: IM
Basic

9. Parents as Teachers
10. Guidance and Counseling
11. Student Health Services
12. Library and Media Resources
13. Technology
14. Professional Development (reviewed annually by the Professional Development Committee)
15. Parent, Family, and Community Involvement (reviewed annually at the school level)
16. Transportation
17. Food Service
18. Facilities and Grounds
19. School Climate
20. Safety Program and Emergency Response and Intervention Plan
21. Grant-funded programs not otherwise listed (unless the grant requires a different schedule)

Other

Curriculum will be reviewed immediately following the scheduled curriculum reviews by staff.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

MSIP Refs: 8.1

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SPEAKERS AT DISTRICT EVENTS

Some district events, such as graduation, classes, assemblies and professional development meetings, include the use of student speakers or speakers from outside the district. The purpose of this policy is to establish the parameters for such speakers.

Rules for All Speakers

Regardless of the type of speaker or the event, the speaker is required to follow all district policies and procedures including, but not limited to, the following:

1. The topic of the presentation must reflect the mission of the district and be directly related to the curriculum or the purpose of the event.
2. The presentation must be appropriate for the age level of the students attending and must also be appropriate for any parents/guardians and children who may attend or for a professional environment, when applicable.
3. Speakers will be given a general topic or theme upon which to speak. The speech must be consistent with that topic or theme.
4. Obscene, vulgar, lewd or indecent speech is not permitted.
5. Speakers will not plagiarize, will properly attribute material authored by another person and will respect copyright, trademark and other applicable state or federal laws.
6. Speakers may not advertise or promote any product, practice or service not permitted to minors by law or district policy.
7. 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), are not permitted.
8. The district does not permit speech that, because of its content, presents a clear and present likelihood that it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities or will cause the commission of unlawful acts or the violation of lawful school procedures.

FILE: INC
Critical

Outside Speakers

The Board, superintendent, principals or teachers may invite speakers from outside the district to speak at school or district events, such as classes or assemblies, or present at professional development programs for district employees or the Board. For the purposes of this policy, outside speakers are those who are not students, district officials or employees.

Any event at which outside speakers are invited to speak is considered a closed forum, and the content of the speech is limited to the purpose of the forum and the specific topic or theme the speaker was directed to address. Outside speakers may be required to submit a copy of their presentation for the purpose of determining whether it meets the intended purpose of the event and otherwise satisfies the rules established in this policy.

Building administrators are responsible for approving and monitoring the use of outside speakers in their buildings and may revoke an invitation or stop a presentation if the speaker is in violation of this policy or for any legal reason.

Outside speakers at meetings of student-initiated groups are subject to the same rules as other outside speakers who speak at district-sponsored events.

Student Speakers

Student Speakers in Classrooms and at Events Not Open to the Public

Students may be requested or required to speak on a variety of issues in the classroom, in curricular-related events, at assemblies, at performances and in other forums that are not open to the general public. In those situations, the district maintains a closed forum, and students are expected to follow the directions of district staff. Student speech must be respectful and conform to district policies and procedures and building and classroom rules.

Student Speakers at Public Events

Students may be invited to speak at public events, including assemblies and graduation celebrations, that are open to the general public. In general, district events are considered a closed forum; however, when students speak at public events, the district will consider the student's speech to be presented in a limited public forum, as required by law. In addition, particular events may have more specific purposes directly related to the event. The district is under no obligation to expand the forum or create a new forum to include students other than those invited to speak in accordance with this policy.

A student speaker may be required to submit a copy of his or her presentation for the purpose of determining whether it meets the intended purpose of the event and otherwise satisfies the rules established in this policy and other policies and procedures.

Students will not be disciplined based on the viewpoint expressed, including religious viewpoints, for otherwise permissible speech. If, in the opinion of the school official supervising the event, the student's speech is in violation of this policy or other district policies and procedures, the official may require the student to stop speaking, and the student may be disciplined or directed to modify his or her speech appropriately.

In accordance with law, the following disclaimer shall be read aloud and/or printed on any written materials distributed at graduation: "Student speakers are speaking as individuals, and their speech does not reflect the endorsement, sponsorship, position or expression of the district." The district will also provide this disclaimer at any other public district event at which a student speaks if the district considers it necessary to clarify to the audience that the student does not speak on behalf of the district.

Selection of Student Speakers at Public Events

It is a privilege for students to be allowed to speak at district-sponsored public events. All student speakers must be in good standing with the district, as defined by the district, in order to be eligible to speak.

Student speakers at public district events will be selected based on viewpoint-neutral criteria in accordance with law including, but not limited to, the following:

1. The district will select student speakers for graduation from among those graduates with the highest grade-point average, those with notable accomplishments or those who served as the senior class or student body president.
2. Student speakers for other public district or school events are limited to:
 - ▶ Student government officers or candidates.
 - ▶ Club and organization presidents.
 - ▶ Team captains.
 - ▶ Exchange students.
 - ▶ Students who have received a particular honor or award, such as success at a state or national competition.

FILE: INC
Critical

- ▶ Students selected by a random drawing from a pool of volunteers.
3. The superintendent or designee may allow a student who does not meet the above criteria to speak at public school or district events upon the recommendation of a district employee. Approval will not be given unless the employee recommending the student articulates an alternative neutral criteria used to select the student.

These selection criteria are not required for students who are speaking as part of a school- or district-sponsored event when the student's speech is scripted or where a staff member specifically directs the students in what to say.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
KK, Visitors to District Property/Events

Legal Refs: § 160.2500, RSMo.
U.S. Const. amend. 1

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

CEREMONIES AND OBSERVANCES

The Board of Education recognizes the value of district-sponsored programs and ceremonies during school hours and at other appropriate times. Recognizing achievement and talent encourages further learning. District-sponsored programs, ceremonies and observances also provide an opportunity to involve the community in public education.

Programs, Ceremonies and Observances

1. The flag of the United States of America will be prominently displayed, either on the outside of the building or upon a pole erected in the school yard, at every school in the district during school hours.
2. Pursuant to state law, the Pledge of Allegiance will be recited in at least one scheduled class of every student no less than once per school day. However, in accordance with law, no student will be required to participate in the recitation.
3. The text of the Bill of Rights of the U.S. Constitution will be displayed in all school buildings in a conspicuous and legible manner.
4. Teachers and students should observe the following days with the appropriate exercises, as required by law:
 - ▶ Bird Appreciation Day (March 21)
 - ▶ Prisoners of War Remembrance Day (April 9)
 - ▶ Patriots Day (April 19)
 - ▶ Constitution Day and Citizenship Day (September 17, or the preceding or following week if this date falls on a weekend or holiday)
 - ▶ Missouri Day (the third Wednesday of October)
 - ▶ Pearl Harbor Remembrance Day (December 7)
5. The district may observe the following days and months, as recommended in state statute:
 - ▶ Missouri Lifelong Learning Month (February)
 - ▶ Math, Engineering, Technology and Science Week (the first week of March)

FILE: IND
Critical

- ▶ Arbor Day (the first Friday in April)
 - ▶ Jefferson Day (April 13)
 - ▶ Emancipation Day (June 19)
 - ▶ Emergency Services Day (September 11)
 - ▶ POW/MIA Recognition Day (the third Friday of September)
 - ▶ Disability History and Awareness Month (October)
 - ▶ Bill of Rights Day (December 15)
6. The district may host a diploma ceremony on or around Veterans Day for any veteran receiving an honorary diploma from the Department of Elementary and Secondary Education (DESE) pursuant to "Operation Recognition."
7. Each school in the district shall, prior to any scheduled Veterans Day observance, conduct programs and activities that convey the meaning and significance of Veterans Day. Veterans Day observances will be held as closely as possible to November 11, and the duration of activities and programs that lead up to such an observance shall be the equivalent of at least one class period.

The superintendent or designee will create administrative procedures addressing how ceremonies and observances will be conducted.

Religious Content in Programs and Ceremonies

The schools of the Southwest Livingston Co. R-I School Dist, as well as all employees of the district as governmental officials, are required by law to remain neutral and refrain from endorsing any particular religious belief. However, this policy should not be interpreted to preclude the factual and objective teaching about religions, religious holidays and religious differences.

In particular, music, art, literature and drama with religious themes and programs involving religious themes will be permitted if presented in an objective manner without sectarian indoctrination. Religious content included in any student performance or ceremony will be selected on the basis of independent educational merit.

To the extent required by law, district employees or officials shall not lead attendees of a district-sponsored event in prayer or any other religious ritual, nor shall they direct, whether implicitly or explicitly, a student to lead attendees in a prayer or any other religious ritual. However, this policy shall not be used to deny any student, employee or district official any personal legal right of expression.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
GBCB, Staff Conduct
KG, Community Use of District Facilities

Legal Refs: Mo. Const. art. I, §§ 5 - 8, art. IX, § 8
§§ 9.030, .040, .070, .072, .100, .105, .110, .115, .130, .138, .140, .141, .161,
160.360, 162.946, 170.049, 171.021, RSMo.
U.S. Const. amend. I
Patriotic and National Observances and Ceremonies, 36 U.S.C. § 106
Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 (2000)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SECTION J: STUDENTS

JCB	Transfers within the District
JCC	Transfers outside the District
JEA	Compulsory and Part-Time Attendance
JEC	School Admissions
JECA	Eligibility to Enroll
JECC	Assignment of Students to Grade Levels/Classes
JED	Student Absences and Excuses
JEDB	Student Dismissal Precautions
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JFGA	Interviews with or Removal of Students
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JGB	Detention and/or In-School Suspension of Students

SECTION J: STUDENTS

(Continued)

JGD	Student Suspension and Expulsion
JGE	Discipline of Students with Disabilities
JGF	Discipline Reporting and Records
JGGA	Seclusion, Isolation and Restraint
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JHCF	Student Allergy Prevention and Response
JHD	Student Counseling Program
JHDA	Surveying, Analyzing or Evaluating Students
JHDF	Suicide Awareness and Prevention
JHG	Reporting and Investigating Child Abuse and Neglect
JK	Work Certificates
JO	Student Records

TRANSFERS WITHIN THE DISTRICT

The Board will establish attendance areas for the district's school buildings, and students who live within an attendance area will be required to enroll in the designated building unless one of the following exceptions applies.

Reassignment

The superintendent or designee may reassign a student to a different building for the health, safety or welfare of the student, to maintain discipline and safety in the schools, to better meet the educational needs of the student or to address overcrowding in school.

Students with Disabilities

Students with disabilities may be assigned to attend a school outside their attendance area by their Section 504 team or pursuant to their individualized education programs (IEPs). Administrators participating in these decisions will notify the admissions office as soon as the decision is made to place a student outside his or her attendance area.

Homeless Students and Students in Foster Care

As required by law, students placed in foster care or students who qualify as homeless may attend or continue to attend the school of origin when it is determined that it is in the student's best interest, even when the student is placed in a home or temporarily resides in a home in another attendance area or school district.

Transfer Requests

Students who wish to transfer to a different district school, or their parents/guardians, must submit a transfer request to the district school prior to the beginning of the new semester. Granting of such transfer requests will be contingent on available space and eligibility as determined by the district. Students who have begun attendance at a school cannot transfer to another school until the next semester begins unless their residence changes to a new attendance area or unless otherwise required by law. Transportation will not be provided to students transferring to schools outside their designated attendance area unless required by law.

Transfers Due to Accreditation Status

In accordance with law, if the Missouri State Board of Education declares the Southwest Livingston Co. R-I School Dist unaccredited, a student who has been enrolled in and attended a district attendance center that has an annual performance report score consistent with a classification of unaccredited may transfer to another eligible school in the district with the capacity to receive the student. The student must have attended the attendance center for the full semester prior to requesting the transfer. The superintendent or designee will coordinate the transfers in accordance with law.

FILE: JCB
Critical

Students who choose to attend a district school with admission requirements or a competitive entrance process, such as a magnet school or an academically selective school, must meet the admission requirements in order to attend.

Transfers Allowed by Federal Law

Students enrolled in a school identified as persistently dangerous pursuant to federal and state law may transfer to another public school within the district that has not been so identified. A student who has been a victim of a violent criminal offense on school property as defined by state regulation may transfer to another public school in the district upon request.

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Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: FC, School Closings, Consolidations and Reorganizations
IGBA, Special Education
IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care
IHB, Class Size

Legal Refs: §§ 162.1190, 167.895, RSMo.
5 C.S.R. 20-100.210
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6311, 7912
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431 - 11435
34 C.F.R. Part 104
34 C.F.R. Part 300

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

TRANSFERS OUTSIDE THE DISTRICT
(K-12 Districts)

The Southwest Livingston Co. R-I School Dist provides an excellent education to students within the boundaries of the district, near the students' homes and families, and therefore does not encourage or support transfers outside the district except in the following situations.

Specialized Services

On occasion, students with disabilities require specialized services that are not offered in the Southwest Livingston Co. R-I School Dist or are more efficiently offered in another district. In those situations, and at the discretion of the district, the district may contract with another district to provide the necessary services to the student. The student will stay enrolled in the Southwest Livingston Co. R-I School Dist.

Residential Placements in other Districts

When a resident student of the Southwest Livingston Co. R-I School Dist is placed in programs or facilities in another district by the Missouri Department of Mental Health, the Department of Social Services or a court order, and the placement results in the student living in a different district, the student is still considered a resident of the Southwest Livingston Co. R-I School Dist, but the district in which the student is living is responsible for educating the student. The Southwest Livingston Co. R-I School Dist will pay the educating district an amount equal to the average sum produced per child by the Southwest Livingston Co. R-I School Dist's local tax effort.

Homeless Students and Students in Foster Care

In accordance with law, when it is in the best interest of a student who is in foster care or identified as homeless to attend his or her school of origin and that school is in another district, the Southwest Livingston Co. R-I School Dist will assist the other district with the transfer and provide transportation when required to do so.

Transfers Due to Accreditation Status

In accordance with law, if the Missouri State Board of Education declares the Southwest Livingston Co. R-I School Dist unaccredited, any student who is eligible to transfer but is not able to do so within the district may apply to the Department of Elementary and Secondary Education (DESE) to transfer to an eligible attendance center located within an accredited district in the same county as Southwest Livingston Co. R-I School Dist or an adjoining county or an eligible charter school located within the same county as the Southwest Livingston Co. R-I School Dist or an adjoining county. The district will pay tuition to the receiving school district or charter school and will provide transportation to at least one receiving school district or charter school designated by DESE.

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FILE: JCC
Critical

Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: IGBA, Special Education
IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care

Legal Refs: §§ 167.126,.131, .132, .241, .895, .898, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
McKinney-Vento Homeless Education Assistance Improvements Act of 2001,
42 U.S.C. §§ 11431- 11435
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Breitenfeld v. Sch. Dist. of Clayton, 399 S.W.3d 816 (Mo.banc 2013)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

COMPULSORY AND PART-TIME ATTENDANCE

The Southwest Livingston Co. R-I School Dist exists to improve lives through education. The district seeks to enroll and educate all resident children in the community, as required by law.

The Southwest Livingston Co. R-I School Dist provides educational programming for all students between the ages of 5 and 21 years of age. In addition, students as young as three may qualify for and receive special education services. The district may also provide preschool and adult education programs.

Compulsory Attendance

While the Board seeks to provide educational services beyond the mere minimum requirements of the law, 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 or, if under 17, until the student successfully completes 16 credits toward high school graduation.

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. Because the Southwest Livingston Co. R-I School Dist Board and district staff strongly believe that regular attendance is important in gaining the most from the educational experience and because state law requires district staff to report all instances of abuse and neglect, including educational neglect, the district will make every effort to ensure students are attending school as required by law. These efforts include, but are not limited to: accurately recording attendance, creating procedures for regular communication with parents/guardians regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services.

Part-Time Attendance

Although the district believes that all students will benefit from attending the Southwest Livingston Co. R-I School Dist full-time, state law allows students to attend public school part-time, as long as their total educational experience meets the requirements of the state compulsory education law and the student is not already enrolled full-time in another public school. The superintendent or designee will create procedures on enrollment of part-time students to ensure that such enrollments do not jeopardize the discipline, health and academic standards of the district. The Board also directs the superintendent to annually analyze the number of students attending school part-time and to create vocational, dual-credit, advanced placement or other

FILE: JEA
Critical

programs and incentives to encourage these students to attend school full-time. Eligible students may also participate in the School Flex Program per district policy.

Students Withdrawing from or Dropping Out of School

Once enrolled, the student will be considered a district student until the district is directed to withdraw the student or until multiple unsuccessful attempts have been made to contact the parents/guardians or student to confirm continued enrollment after several absences. The district will encourage all families and students to consult with district staff prior to withdrawing a student.

Any student age 16 years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBD, At-Risk Students
IGCE, District-Sponsored Instruction Options

Legal Refs: §§ 160.539, 161.670, 163.011 - .012, 167.031 - .111, .275, 211.034, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SCHOOL ADMISSIONS *(K-12 Districts)*

Persons seeking admission to the district and its instructional programs must satisfactorily meet all legal requirements to be enrolled. In addition, the district requests additional information from parents/guardians so that the district may better serve the student.

The district encourages parents/guardians to preregister their children in the spring prior to initial enrollment or register their children prior to the beginning of school so that the district can hire the appropriate staff and adequately prepare for the school year. In accordance with law, students enrolling in the district whose parents/guardians are transferring to Missouri under military orders will be allowed to register remotely without the parent/guardian or student being physically present.

Students who are homeless, in foster care or are otherwise entitled to admission will be admitted in accordance with Board policy and law.

Immunizations

Unless otherwise required by law or Board policy, the district will not allow a student to attend school, including a district-sponsored preschool, daycare or nursery school, until the district has satisfactory evidence on file demonstrating 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.

Residency or Eligibility to Enroll

For admission into the district, students must reside in the district or otherwise be entitled to enrollment in accordance with law and policy JECA.

Proof of Age

During the admission process, the district may require the parent/guardian to provide documentation of the student's age for the purpose of determining whether the student satisfies state entrance age requirements. Such documentation may include, but is not limited to, a birth certificate, immunization records, a baptism certificate, any government-issued identification or an affidavit sworn by the parent/guardian in the presence of a district official.

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Entrance Ages

In general, students between the ages of 5 and 21 years old who do not have a high school diploma may attend the district's K-12 program. Any senior qualifying for graduation at the end of the school semester and attaining age 21 during the course of the semester may complete that particular semester tuition free.

In accordance with law, a student is eligible for admission to attend the Southwest Livingston Co. R-I School Dist, and is eligible for admission to summer school the summer prior to entering kindergarten, if the student:

1. Reaches the age of five before August 1 of the school year in which he or she plans to enroll;
2. Has attended school, or the summer school prior to a kindergarten school term, in the St. Louis City School District or the Kansas City 33 School District, regardless of the age of the student; or
3. Is a child in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who has successfully completed an accredited prekindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

A student who meets one of the entrance age requirements in this subsection and has previously attended a kindergarten program or otherwise demonstrates to the district's satisfaction that he or she is socially and academically ready to progress may be placed in a class, grade or program that would best meet the student's educational needs, after consultation with the student's parent/guardian. Likewise, a student who demonstrates that he or she is not socially or academically ready to enter kindergarten or the grade in which he or she would otherwise be placed may be placed in a preschool or other appropriate class or program offered by the district, after consultation with the student's parent/guardian.

Preschool and Prekindergarten Entrance Ages

In accordance with law, if the district maintains a preschool or prekindergarten program for which state aid is collected, a child is eligible for admission to attend the preschool or prekindergarten program if the child reaches the age of three before August 1 of the school year in which he or she plans to enroll.

Special Education Entrance Ages

Federal law requires the district to provide special education services to qualifying resident students as well as qualifying nonresident students attending private schools located in the district who are between the ages of 3 and 21.

Requests for Student Records

Within two business days of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months.

Within 48 hours of enrolling a nonresident student placed in the district via foster homes, residential care facilities or child-placing agencies pursuant to law, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools and facilities previously attended by the student; the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any entity involved with the placement of the student within the last 24 months.

The district will accept hand-carried or unofficial records for the purpose of enrolling a student transferring from another state who is in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, but will request official records in accordance with this policy.

Statement of Prior Suspension, Expulsion or Criminal Offense

The Board of Education requires the parent, guardian or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restrictions" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

Students Suspended or Expelled from Another District

Without the superintendent's or designee's permission, no student may enroll in a school in the district during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, if it is determined upon attempt to enroll that the student's conduct would have resulted in a suspension or expulsion in this district. The parent/guardian or student may request a conference with the superintendent or

FILE: JEC
Critical

designee to consider whether the conduct of the student would have resulted in a suspension or expulsion in this district. The superintendent or designee may make such suspension or expulsion from another district effective if it is determined that such conduct would have resulted in a suspension or expulsion in this district. If it is determined that such conduct would not have resulted in a suspension or expulsion in this district, the superintendent or designee shall not make such suspension or expulsion from another school or district effective. The superintendent or designee will consider whether the student has received the due process required by law before making any decision.

A remedial conference will be held in accordance with Board policy prior to the enrollment of any student following a suspension or expulsion from another school for an act of school violence as defined in § 160.261.2, RSMo. The remedial conference will be held regardless of whether such act was committed at a public or private school in this state, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Admission Restrictions

In accordance with § 167.171, RSMo., no student may be readmitted or enrolled to a regular program of instruction in the school district if he or she has been convicted of or charged with an act that if committed by an adult would be one of the following:

1. First-degree murder under § 565.020, RSMo.
2. Second-degree murder under § 565.021, RSMo.
3. First-degree assault under § 565.050, RSMo.
4. Forcible rape, as it existed prior to August 28, 2013, or rape in the first degree under § 566.030, RSMo.
5. Forcible sodomy, as it existed prior to August 28, 2013, or sodomy in the first degree under § 566.060, RSMo.
6. Statutory rape under § 566.032, RSMo.
7. Statutory sodomy under § 566.062, RSMo.
8. Robbery in the first degree under § 569.020, RSMo., as it existed prior to January 1, 2017, or robbery in the first degree under § 570.023, RSMo.
9. Distribution of drugs to a minor under § 195.212, RSMo., as it existed prior to January 1, 2017, or delivery of a controlled substance under § 579.020, RSMo.

10. Arson in the first degree under § 569.040, RSMo.
11. Kidnapping, or kidnapping in the first degree, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the readmittance or enrollment of any student if a charge has been dismissed or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability. If the district maintains an alternative education program and the district determines that the placement is appropriate, a student subject to these admission restrictions may be admitted to such an alternative education program.

Social Security Numbers

The district will not require the disclosure of a Social Security number as a condition for registration purposes but may request that a parent/guardian provide a student's Social Security number if the district explains in writing how the district will use the information and that such disclosure is voluntary.

Documentation

The district seeks to provide a safe learning environment for students and will work with both parents/guardians to meet the student's educational needs. However, the district will not mediate disputes between parents/guardians or enforce or monitor visitation arrangements and parenting plans. The district may request court orders or documentation of custody for the limited purpose of verifying who the legal parents/guardians are and who may have contact with the student.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBA, Special Education
IGBCA, Programs for Homeless Students
IGBCB, Programs for Migratory Students

FILE: JEC
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IGBE, Students in Foster Care
KDA, Custodial and Noncustodial Parents

Legal Refs: §§ 43.408, 160.051 - .053, .055, .261, 167.023, .101, .122, .161, .171, 210.003,
565.020 - .021, .050, .110, 566.030, .032, .060, .062, 569.020, .040,
570.023, 579.020, RSMo.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001,
42 U.S.C. §§ 11431 - 11435
Privacy Act of 1974, 5 U.S.C. § 552a

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ELIGIBILITY TO ENROLL

(District Allows Tuition-Paying, Nonresident Students to Enroll and Attend)

The Southwest Livingston Co. R-I School Dist encourages all eligible students to enroll in the district. The superintendent or designee will develop an admission process that meets legal requirements and is efficient and welcoming to parents/guardians and students.

Enrollment

In general, in order to enroll a student in the Southwest Livingston Co. R-I School Dist, a student, the parent, legal guardian, military guardian, person acting as a parent or the student must provide proof of legal residency in the district or request a waiver of proof of residency (as outlined in this policy) and must complete all admission requirements as determined by Board policies, regulations and procedures. Students whose parents/guardians are being relocated to Missouri under military orders and who are registering remotely are required to provide proof of residency within ten days of the student's actual attendance in the district.

Students who do not provide proof of residency in the district will be admitted without payment of tuition only as permitted in this policy or required by law. This district allows nonresident students living in Missouri who are otherwise entitled to attend the Southwest Livingston Co. R-I School Dist to enroll in and attend this district upon payment of tuition.

Resident and Nonresident Students

A student is a "resident" student if he or she meets at least one of the following criteria:

1. The student physically resides and is domiciled in the district. The domicile of a minor child shall be the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone, with the exception of a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military, is insufficient to satisfy the "court-appointed legal guardian" requirement.
2. The student physically resides in the district for reasons other than obtaining access to the district's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.
3. The student will soon physically reside in the district due to relocation to Missouri of one or both of the student's parents/guardians under military orders.

Students who do not meet the requirements to be a resident student of the district, as defined in Board policies and law, will be considered nonresidents.

Waiver of Proof of Residency

In cases where a student living in the district wishes to enroll, but the student does not live with a parent, military guardian or court-appointed guardian in the district and is not otherwise allowed by law or a contractual relationship with another district to attend, the student, parent, military guardian, legal guardian or person acting as a parent must request a waiver of proof of residency. Waivers of proof of residency will be granted only on the basis of hardship or good cause. Good cause shall include situations where the student is living in the district for reasons other than attending school in the district. Under no circumstances shall athletic ability be a valid basis of hardship or good cause for the issuance of a waiver.

The Board delegates to the superintendent or designee the responsibility for bringing to the Board's attention any waiver application in which the student is not clearly entitled to attend school in the district. All other applications will be accepted and granted by the superintendent or designee on behalf of the Board. Once a waiver application has been identified for Board review, the Board shall convene a hearing to consider the request as soon as possible, but no later than 45 days after the receipt of the waiver request, or else the waiver shall be granted. The Board president may appoint a committee of the Board to act in lieu of the Board to consider waiver requests.

If a waiver request has been forwarded to the Board for review, the superintendent or designee may permit a student to temporarily enroll and attend school until the Board meets to decide whether the waiver request will be granted, if it is determined to be in the best interest of the student. If the Board grants the waiver request, the student will be allowed to continue attending school in the district. If the Board denies the waiver request, the student shall not be allowed to continue attending school in the district.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other students and employees of the district, the superintendent or designee may convene a hearing within five working days of the enrollment request to determine whether the student may enroll.

Students Otherwise Entitled by Law to Enroll

In accordance with law, students will be enrolled and admitted without going through the waiver process when they attend under one of the following conditions, and tuition for these students, when applicable, will be charged in accordance with policy DFI. These conditions include students who:

4. Are considered homeless in accordance with state and federal law (42 U.S.C. § 11431 - 11435; § 167.020, RSMo.).
5. Are attending the district as participants in an interdistrict transfer program established under a court-ordered desegregation program (§ 167.020, RSMo.).

6. Are wards of the state and have been placed in a residential care facility within the district by state officials (§ 167.020, RSMo.).
7. Have been placed in a residential care facility within the district due to a mental illness or developmental disability (§ 167.020, RSMo.).
8. Have been placed in a residential care facility within the district by a juvenile court (§ 167.020, RSMo.).
9. Are assigned to the district by the commissioner of education due to an unusual or unreasonable transportation hardship (§ 167.121, RSMo.). The resident district will pay the tuition.
10. Have been identified as students with disabilities under state eligibility criteria and are in the district for reasons other than accessing the district's educational program (§ 167.020, RSMo.).
11. Have a permanent or temporary home in the district and are orphans, have only one parent living or their parents do not contribute to their support, as long as the students are between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.151, RSMo.).
12. Are children of parents/guardians who pay school taxes on property in the school district but do not live in the district. These students may attend school in the district on a tuition basis and will receive a credit for the school taxes paid (§ 167.151, RSMo.).
13. Are children of parents/guardians who own real estate of which 80 acres or more are used for agricultural purposes and upon which their residence is situated. These children may attend school, without paying tuition, in any district in which a part of such real estate, contiguous to that upon which their residence is situated, lies, provided that 35 percent of the real estate is located in the district of choice (§ 167.151, RSMo.). Such parents/guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend, and the children will only attend the district notified for that school year. If notification is not received, such children shall attend the school in which the majority of the parent's/guardian's property lies.
14. Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services or by court order in facilities or programs located within the district, even if their domicile is in another district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.
15. Are residing in a Missouri school district that has been declared unaccredited by the Missouri State Board of Education (State Board) and that is located in the same county as the Southwest Livingston Co. R-I School Dist or an adjoining county (§167.895,

RSMo.). The unaccredited district will pay tuition as required by law. The Southwest Livingston Co. R-I School Dist is not responsible for providing transportation.

16. Are living in a district that does not provide education for all grade levels (such as K–6 or K–8 districts) that is located in the same county as the Southwest Livingston Co. R-I School Dist or an adjoining county. The sending district will pay tuition as calculated by the Southwest Livingston Co. R-I School Dist or the State Board. The Southwest Livingston Co. R-I School Dist is not responsible for providing transportation. Before the district will enroll the student, the student must first enroll in the sending district and verify residency in that district.
17. Are placed in the care of another person living in the district because one or both of their parents/guardians have been stationed or deployed out of state or deployed within Missouri by the military or because of active duty military service. These students will be allowed to attend school in the district without the payment of tuition (§§ 160.2000, 167.020, RSMo.). In addition, if the active duty orders expire during the school year, the students may finish the school year in the district in accordance with law.
18. Were enrolled in the Southwest Livingston Co. R-I School Dist but, due to the active duty military service of a parent/guardian, are placed in the care of a person who resides in another school district. These students will be allowed to continue to attend school in the Southwest Livingston Co. R-I School Dist without payment of tuition (§ 160.2000, RSMo.).
19. Attend a private school within the district and are enrolled in the district for the limited purpose of special education identification and the receipt of some special education services when available as mandated by federal special education law (§ 167.020, RSMo.).
20. Previously attended the district and have been placed in foster care in an adjacent district (§ 167.019, RSMo.).
21. Are otherwise required by law to be enrolled and admitted.

Enrollment at the Option of the District

The Board in its discretion may also allow students to enroll and attend under the following circumstances without going through the waiver process. Unless required by law, no student will be enrolled in the Southwest Livingston Co. R-I School Dist if the enrollment might result in overcrowding, disruption to the educational environment or a financial hardship to the district.

22. The district may enroll and educate nonresident students on a contractual basis with another school district that will pay the tuition or educational expenses (§ 167.020, RSMo.). For example, students may attend a district alternative education program on a contractual basis or as part of a regional or cooperative education program.

23. The children of nonresident teachers and regular employees may enroll in the district without paying tuition when the resident district is not otherwise liable for tuition (§§ 163.011, 168.151, RSMo.). In accordance with law, these students will be considered resident students for the purpose of determining average daily attendance, and the Board shall not solicit or receive money from a teacher employed by the district for the purpose of paying tuition or any other expenses for the operation of schools.
24. The district may enroll students pursuant to a contractual arrangement that complies with the Enrollment Option Act when permitted by law (§§ 162.1040 - .1059, RSMo.). A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident student for the purposes of determining state aid.
25. Nonresident students living in Missouri will be permitted to enroll in the district's schools upon payment of tuition as long as the admission will not require the district to exceed the district's target class sizes and student-to-teacher ratios set by the Board.
26. In accordance with law, the district may enroll nonresident students in its summer school program if there is room in the district's program to accommodate the students and the students are not attending summer school in another district (§ 167.227, RSMo.). The district will either count the students as residents for state aid purposes or allow them to attend upon payment of tuition by another district or the parents/guardians.

The district will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.
27. Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.
28. Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the school district, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement (§ 167.126, RSMo.).

Tuition

The amount of tuition, when referenced in this policy, will be determined by the Southwest Livingston Co. R-I School Dist in accordance with law and policy.

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the district receives indicating that a student is not a resident of the district or not otherwise entitled to attend the district in accordance with law or this policy. If the superintendent or designee determines after the investigation that the student is not a resident of the district and is not otherwise entitled to enroll in and attend the district in accordance with law and the district's policy, the district will notify the student's parents/guardians, ask them to withdraw the student by a specific date, and offer the parents/guardians a hearing. If the parents/guardians do not request a hearing by the specified deadline and do not withdraw the student, the district will formally remove the student from its rolls and notify the parents/guardians that the student may no longer attend school in the district.

Unless otherwise prohibited by law, the district may exclude students from the district's education programs for failure to pay tuition after the responsible party is notified of the delinquency and given a reasonable amount of time to pay the district.

Educational Larceny

It is a crime to provide the district false information regarding residency. The Board authorizes the superintendent or designee to make a criminal complaint and pursue civil recourse against any person who fraudulently asserts or attempts to fraudulently assert residency in the district.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: DFI, Setting Tuition for District Programs
IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care
IHB, Class Size

Legal Refs: §§ 160.2000, 162.1040 - .1059, 163.011, 167.019 - .022, .121, .126, .131, .151,
.227, .895, .898, 168.151, 431.058, 475.060, RSMo.
8 U.S.C. § 1101
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42
U.S.C. §§ 11431 - 11435
Blue Springs R-IV Sch. Dist. v. School Dist. of Kansas City, 415 S.W.3d 110 (Mo.
2013)
Breitenfeld v. School Dist. of Clayton, 399 S.W.3d 816 (Mo. 2013)
Martinez v. Bynum, 461 U.S. 321 (1983)
Horton v. Marshall Public Sch., 769 F.2d 1323 (8th Cir. 1985)
Washington v. Ladue Sch. Dist. Bd. of Educ., 564 F. Supp. 2d 1059 (E.D. Mo.
2008)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES
(K-12 Districts)

The Board believes that a student should be placed in the grade level and classes that best meet the student's academic needs, after consultation with the student's parent/guardian. A student's social and emotional needs will also be considered to the extent that they affect academic progress. Although the district will first consider placing students in grade levels or classes with students of similar age, age will not necessarily be the determining factor. Further, any student's placement may be adjusted by the principal or designee as needed, after consultation with the student's parent/guardian. The district's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law.

Transfers from Accredited Schools

For the purposes of this policy, an "accredited school" includes a Missouri public school district, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations.

In general, if a student transfers to the Southwest Livingston Co. R-I School Dist from an accredited school, this district will accept the units of credit completed in the previous school or school district and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs after consultation with the student's parent/guardian.

All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the Southwest Livingston Co. R-I School Dist may be accepted to meet graduation requirements.

Transfers from Unaccredited Schools

For the purposes of this policy an "unaccredited school" is any public or private school or school district or home school that does not meet the definition of "accredited" above.

In general, if a student transfers to the Southwest Livingston Co. R-I School Dist from an unaccredited school, the principal or designee will examine a number of criteria to determine grade-level or class placement including age, achievement tests or other performance data, transcripts, course descriptions, textbooks used, home-schooling logs, and interviews with the

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student and his or her parents/guardians. If necessary, the district will administer additional tests to aid placement decisions. Once placed, the district may further adjust the student's placement to meet his or her educational needs after consultation with the student's parent/guardian.

The district will attempt to award credit for classes completed in previous schools if there is sufficient evidence of achievement. All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the Southwest Livingston Co. R-I School Dist may be accepted to meet graduation requirements.

Transfers While Enrolled in MOCAP

Students who transfer to the district while enrolled in one or more MOCAP courses will remain enrolled in the courses as required by law.

Transfers of Students of Military Families

If a transfer student is in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, the district will initially place the student in the same courses and programs the student was in while attending the previous district, to the extent the district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate, Advanced Placement, English learner and gifted programs. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's parent/guardian.

Transfers of Students in Foster Care

Students in foster care will be placed in courses and programs pursuant to law and the district's policy on foster care students.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBA, Special Education
IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care
IGCD, Virtual Courses
IKF, Graduation Requirements
IKFB, Graduation Exercises

Legal Refs: §§ 160.2000, 161.670, 167.031, 171.171, RSMo.
5 C.S.R. 20-100.230

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT ABSENCES AND EXCUSES

The Board recognizes the importance of regular student attendance to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. At least one (1) study identified attendance as the single greatest indicator of student achievement. The Board further recognizes that:

1. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process.
2. The benefits of classroom instruction, once lost, cannot be entirely regained.
3. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to meet the district's student achievement goals.
4. 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.
5. State law reflects the importance of regular attendance by establishing compulsory school attendance and charging this Board to enforce that law.
6. State law authorizes school boards to make all needful rules for organization and government in the district.

Therefore, regular and punctual patterns of attendance will be expected of each student enrolled in the Southwest Livingston Co. R-I School Dist.

Development of Rules and Procedures

The superintendent, with the assistance of building-level administrators and other administrative and professional staff, shall establish rules and procedures for student attendance within the district. The primary purpose of the district's attendance rules and procedures shall be to change behavior, not to punish students. Such rules and procedures shall be published on the district's website and in appropriate handbooks and shall be subject to review by the Board of Education. The administration will develop rules and procedures that minimally include:

1. Clear and reasonable attendance standards with consistently enforced consequences for violating those standards.
2. Early intervention strategies for students in primary and elementary grades.
3. Targeted intervention strategies.

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4. Strategies to increase engagement with students and families.

In developing these rules and procedures, the administration will collect data to determine why students are absent. Data collected will include, but not be limited to:

1. Reasons for student absences.
2. Family attitudes toward school attendance.
3. The extent to which frequently absent students feel engaged with the school.
4. The extent to which family members of students who are frequently absent feel engaged in student learning.
5. Academic needs of frequently absent students.
6. Nonacademic service needs of frequently absent students.

In response to the data collected, the superintendent or designee will implement one (1) or more of the following strategies:

1. Academic support programs for students and families.
2. Use of alternative educational methods, such as distance learning and homebound instruction.
3. Use of available, appropriate community resources.
4. Staff-Student advisory or mentoring programs designed to increase student engagement with the school.
5. Procedures for student and family contact when students are absent.

No rule or procedure will preclude a student from making up work missed due to any type of absence, including absences due to suspension. Procedures and rules must include a due process component that includes notice before consequences are imposed and that allows students and their parents/guardians to appeal any imposed consequence to the superintendent. The Board will not hear appeals of consequences for excessive absences.

The district will maintain a comprehensive system of attendance records 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/guardians about student absences and for submitting attendance information to the superintendent's office.

The district will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor 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.

If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and no lowering of the student's grades shall occur as a result of the absence under these circumstances.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IC, Academic Calendar/Year/Day
IGBE, Students in Foster Care

MSIP Refs: 6.3, 6.5, 7.7, 8.6, 8.7, 9.6

Legal Refs: §§ 167.018 - .019, .031 - .111, 171.011, .053, .151, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT DISMISSAL PRECAUTIONS

It is the goal of the Southwest Livingston Co. R-I School Dist to provide a safe environment for students. The district recognizes that rules regarding the dismissal of students are a necessary part of the district's safety program. District administrators will publicize this policy to parents and create procedures regarding the dismissal of students.

Dismissal from School

District administrators will create student dismissal procedures that protect the safety of students while also addressing the necessary flow of traffic to and from school. These procedures may vary depending on the age of the student. District personnel will monitor the parking lot and other locations where students board the district's transportation or meet parents or others. At the request of a parent, school personnel will verify the identity of a parent or other authorized person before releasing the student. District staff may refuse to release a student and will notify the principal if they have concerns regarding the student's safety or whether a person is authorized to transport the student. Otherwise the district will assume that the student knows with whom he or she may leave.

Early Dismissal

Students shall not be excused into any person's custody without the direct prior approval and knowledge of the building principal or designee. Each building principal will establish procedures to validate requests for early dismissal to assure that students are released only for proper reasons and only to authorized persons.

Procedures must adhere to the following rules:

- ▶ Students will only be released to the parent, guardian or designee of the parent or guardian or to other individuals or agencies as permitted or required by law.
- ▶ The district will release a student to either parent unless the district has a valid court order directing otherwise or unless the parent requesting release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities.
- ▶ Students who are 17 years old and living independently and students 18 or older must validate their own attendance and dismissal.
- ▶ Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.

- ▶ Any person requesting release of a student must present proper identification prior to release of the student.

For the purposes of this policy, a parent is defined as a biological or adoptive parent, including parents who are unmarried; a guardian; or an individual acting as a parent in the absence of the parent or guardian.

Dismissal from School Activities

If an activity occurs immediately after school, the district will follow the same procedures used for dismissing students from the regular school day. Otherwise, students are expected to return from activities with the student's parents or the same person(s) who transported them to the activity. If the district provides the student transportation to an activity, the student is expected to return using district transportation. However, district administrators may develop procedures for releasing students from a school activity to parents or other authorized persons, keeping the safety of students in mind.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: KDA, Custodial and Noncustodial Parents
KK, Visitors to District Property/Events

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT DRESS CODE

The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests.

All dress code procedures will adhere to health and safety codes and comply with applicable law. Dress that materially disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EBBA, Illness and Injury Response and Prevention

Legal Refs: § 167.166, RSMo.
Stephenson v. Davenport Comm. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
Bishop v. Colaw, 450 F.2d 1069 (8th Cir. 1971)
Title IX of the Education Amendments of 1992, 20 U.S.C. § 1681
Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1969)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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STUDENT CONDUCT ON SCHOOL TRANSPORTATION

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. The superintendent or designee will create and enforce administrative procedures detailing the conduct expected of students and will make that information available to students and parents.

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. Students with disabilities will be disciplined in accordance with their Individualized Education Program (IEP) or applicable law. The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the principal as soon as possible.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EEA, Student Transportation Services

Legal Refs: §§ 160.261, 571.030, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 - 1417
34 C.F.R. Part 300

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SECRET ORGANIZATIONS

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: § 171.141, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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BULLYING

General

In order to promote a safe learning environment for all students, the Southwest Livingston Co. R-I School Dist prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

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

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

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

Designated Officials

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

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's

FILE: JFCF
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antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

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

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

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

Investigation

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

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

will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

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

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

Consequences

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

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

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

Policy Publication

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

Training and Education

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

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

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

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

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

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

Additional School Programs and Resources

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage
GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Suspension of Support Staff Members
GDPE, Nonrenewal and Termination of Support Staff Members
IGD, District-Sponsored Extracurricular Activities and Groups

Legal Refs: §§ 160.261, .775, 565.090, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

HAZING

In order to promote a safe learning environment for all students, the Southwest Livingston Co. R-I School Dist prohibits all forms of hazing.

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

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

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

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

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R1. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

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

The district shall annually inform students, parents/guardians, district staff and volunteers that hazing is prohibited. This notification may occur through the distribution of the written policy,

FILE: JFCG
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publication in handbooks, presentations at assemblies or verbal instructions by a coach or sponsor at the start of a season or program.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Suspension of Support Staff Members
GDPE, Nonrenewal and Termination of Support Staff Members
IGD, District-Sponsored Extracurricular Activities and Groups

Legal Refs: §§ 160.261, .775, 565.090, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT ALCOHOL/DRUG ABUSE

The Southwest Livingston Co. R-I School Dist 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 policy JGE.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: GBEB, Drug-Free Workplace
IGAEA, Teaching about Drugs, Alcohol and Tobacco

Legal Refs: §§ 167.115, .117, .161, .171, 195.010, .017, 577.625, .628, 578.250 - .265,
RSMo.

Individuals with Disabilities Education Act, 20 U.S.C §§ 1400 - 1417

34 C.F.R. § 300.520

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101 -
7165

Controlled Substances Act, 21 U.S.C. § 812(c)

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WEAPONS IN SCHOOL

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

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

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

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

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

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

This policy will be submitted annually to the state Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18 U.S.C. § 921. The report will include the name of the school in which the incidents occurred, the number of students suspended or expelled and the types of weapons involved.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ECA, Building and Grounds Security

Legal Refs: §§ 160.261, 571.010, .030, RSMo
18 U.S.C. § 921

Elementary and Secondary Education Act of 1965 as amended by the Gun-Free Schools Act of 1994

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 - 1417

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A+ SCHOOLS PROGRAM

The Southwest Livingston Co. R-I School Dist encourages its students to further their education and training after they graduate from the district. For that reason, the district will participate in the state A+ Scholarship Program to provide students an opportunity to pursue postsecondary education at a low cost or earn college credit while in high school. The district will follow the requirements as established by state law and regulation for the implementation and administration of its A+ Schools Program. The district shall employ an A+ Schools Program coordinator, as required by law.

Program Goals

The Southwest Livingston Co. R-I School Dist has established the following goals and performance standards:

1. All students graduate from high school.
 - ▶ _____ [Measurable performance standard]
2. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations.
 - ▶ _____ [Measurable performance standard]
3. All students proceed from high school graduation to a college, postsecondary career-technical school or high-wage job with workplace skill development opportunities.
 - ▶ _____ [Measurable performance standard]

Citizenship Component

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

1. Pled guilty or *nolo contendere* (no contest) to, received a suspended imposition of sentence or suspended execution of sentence for, agreed to a deferred prosecution for, or been convicted or found guilty of a misdemeanor or felony.

FILE: JFCL
Critical

2. Unlawfully used or possessed drugs, drug paraphernalia or alcohol on or off school property.
3. Had an out-of-school suspension.
4. Violated the district's rules governing academic dishonesty (plagiarism, cheating, etc.).

Participation Agreement, Discipline and Appeal

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBD, At-Risk Students

Legal Refs: § 160.545, RSMo.
5 C.S.R. 20-100.200
6 C.S.R. 10-2.190

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SEARCHES OF STUDENTS

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

Searches by District Personnel

Searches of District Property

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

Searches of Student Property

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

Searches of Students

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

District administrators will contact law enforcement officials to perform a search if they reasonably suspect that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. District administrators may contact law enforcement officials for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot be conducted safely.

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

FILE: JFG
Critical

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

Drug-Detection Dogs

The district may arrange for law enforcement officials to use professionally trained dogs to detect the presence of drugs on district property. A dog alerting to the presence of drugs will constitute reasonable suspicion for district administrators to conduct a search. Drug-detection dogs will not come into direct contact with students. The superintendent or designee shall develop procedures for the use of drug-detection dogs.

Student Drug and Alcohol Testing

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

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

School Resource Officers

A school resource officer (SRO) may accompany district officials executing a search or may perform searches under the direction of district officials based on the reasonable suspicion standard. However, the SRO may choose not to participate in the search if the SRO believes that such participation might interfere with the successful future criminal prosecution of the student.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ECD, Traffic and Parking Controls
ECG, Animals on District Property
EHB, Technology Usage
GBCB, Staff Conduct
GCPD, Suspension of Professional Staff Members

GDPD, Suspension of Support Staff Members
KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.166, 210.145, 544.193, RSMo.
New Jersey vs. T.L.O., 469 U.S. 325 (1985)
Burlison v. Springfield Pub. Schs., 708 F3d 1034 (2013)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

INTERVIEWS WITH OR REMOVAL OF STUDENTS

District Personnel Discussions with Students

There are many situations where school employees will meet with individual students. School counselors meet with students to discuss academics and personal issues, teachers often discuss academic performance with students, and school officials meet with students when investigating disciplinary violations. These conversations are an essential part of the educational process. The district will not honor requests by parents/guardians to be informed prior to these discussions, be present during the discussions or prohibit conversations between a student and staff members.

School Resource Officers (SROs)

An SRO's role in interviewing students or taking students into custody will be addressed in the agreement between the district and the law enforcement agency commissioning the SRO.

Crimes Committed on District Property or at District Activities

If a student commits a crime on district property or at a district activity, school officials will contact law enforcement as required by law and Board policy. School officials will also contact the student's parent/guardian. District staff will interview the student as part of the misconduct investigation and student discipline process, but law enforcement will not be allowed to interview the student except as described below.

Law Enforcement Interviews

Law enforcement officials requesting to interview a student at school will provide the principal or designee the reason for the interview and provide any applicable warrant or court order. The principal or designee will record the identity of the law enforcement officials and the stated reason for the interview.

The district will not allow law enforcement officials to interview students at school unless one of the following applies:

1. The law enforcement official has presented an applicable warrant or court order authorizing the official to take custody of the student or interview the student.
2. Consent for the interview is provided by the parent/guardian or the student if the student is 18 or older and is otherwise competent to consent.
3. Exigent circumstances exist that school officials consider sufficient to justify the interview. Exigent circumstances are sufficient if the law enforcement officials demonstrate that delaying the interview may pose a danger to the health or safety of the student, other students, district employees or others.

FILE: JFGA
Critical

If the interview is permitted , the principal or designee will be present during the interview. Unless the parent/guardian was already contacted, the principal or designee will attempt to contact the parent/guardian immediately after the interview.

Removal of Students from School by Law Enforcement Officials

If a law enforcement official or other legally authorized person wishes to remove a student from school, the principal or designee must take the following steps:

4. Verify the identity of any law enforcement official or other legally authorized person before they are allowed to take a student into custody.
5. Verify, to the best of his or her ability, the official's authority to take custody of the student before they are allowed to take a student into custody.
6. Require officials who are determined to have the authority to take custody of a student to remove the student in a manner that minimizes disruption to the school environment.
7. Attempt to notify the student's parents/guardians that the student is being removed from school.

Children's Division (CD) Interviews

CD representatives may meet with students on campus. The district liaison will work with the CD to arrange such meetings to be minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, the CD may not meet with the student in any school building or childcare facility where the abuse of the student allegedly occurred. The principal or designee will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

Guardian Ad Litem and Court-Appointed Special Advocate Interviews

When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the principal or designee must be notified prior to the scheduled interview. The principal or designee will verify and record the individual's identity through the court order that appointed the individual. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

Student Records Access

Student records will be provided only in accordance with state and federal law.

* * * * *

Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 210.145, 544.193, RSMo.
The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT DISCIPLINE

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment.

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

Discipline Code

To assist district staff in maintaining the necessary education environment, the Board of Education has created a discipline code that addresses the consequences for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

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

Equity

All district staff are required to enforce district policies, regulations and procedures in a manner that is consistent, developmentally appropriate and equitable. District staff who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the Board for policy changes, training or resources to further the district's goals for providing equitable education to all students.

Discipline for Off-Campus Misconduct

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

1. The district's technology is used.

2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment.
3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction(not a juvenile court). The Board may suspend such students after a hearing in accordance with law.
4. The student has been indicted on, charged with or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.
5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

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

Enforcement

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

Teachers have the authority and responsibility to make and enforce necessary rules for discipline 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 enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses.

Training

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

Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
AH, Use of Tobacco Products and Imitation Tobacco Products
ECD, Traffic and Parking Controls
EGAAA, Reproduction of Copyrighted Materials
GBH, Staff/Student Relations
IGBD, At-Risk Students
IKFB, Graduation Exercises
ILA, Test Integrity and Security

MSIP Refs: I-8

Legal Refs: §§ 160.261, 167.117, .161, .171, 171.011, RSMo.
Beussink v. Woodland R-IV Sch. Dist., 30 F.Supp. 2d 1175 (E.D. Mo. 1998)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SECLUSION AND RESTRAINT

The district will treat all students with dignity and provide a safe learning environment for students and a safe working environment for district personnel. Seclusion and restraint interventions will be used only when necessary and in accordance with this policy, and they will never be used as a form of punishment or for the convenience of district personnel. The restrictions in this policy apply to the district and any other provider of educational or related services to the student on behalf of the district.

The board directs the superintendent or designee to train and direct district personnel to use with fidelity measures to proactively address student behaviors, such as positive behavior support techniques, and to identify students with disabilities who may need behavior intervention plans.

Definitions

Behavior Intervention Plan (BIP) – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

District Personnel – All persons employed by the district or performing services on behalf of or at the direction of the district, including persons working with students as independent contractors or on behalf of an independent contractor.

Mechanical Restraint – The use of any device or equipment to restrict a student's freedom of movement. This term shall not include devices implemented by trained personnel or used by a student with a prescription for such devices from an appropriate medical or related service professional that are used for specific and approved purposes for which such devices were designed, such as the following:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
3. Restraints for medical immobilization; or
4. Orthopedically prescribed devices that permit a student to participate in activities without risk.

Physical Restraint – A personal restriction such as person-to-person physical contact that immobilizes, reduces or restricts the ability of a student to move the student's torso, arms, legs or head freely. This term shall not include:

FILE: JGGA

Critical

1. A physical escort, which is a temporary touching or holding of the hand, wrists, arm, shoulder or back for the purpose of inducing a student to walk to a safe location;
2. Comforting or calming a student;
3. Holding a student's hand to transport the student for safety purposes;
4. Intervening in a fight; or
5. Using an assistive or protective device prescribed by an appropriately trained professional or professional team.

Positive Behavior Supports – A range of instructional and environmental supports to teach students prosocial alternatives to problem behavior and allow them multiple opportunities to practice prosocial skills and receive high rates of positive feedback.

Prone Restraint – Using mechanical or physical restraint or both to restrict a student's movement while the student is lying with the student's front or face downward.

Restraint – Includes, but is not limited to, mechanical restraint, physical restraint and prone restraint.

Seclusion – The involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. This term shall not include:

1. A timeout;
2. In-school suspension;
3. Detention; or
4. Other appropriate disciplinary measures.

Timeout – A behavior management technique that is part of an approved program, involves the monitored separation of the student in a nonlocked setting, and is implemented for the purpose of calming.

Seclusion and Restraint Limitations

District personnel will reserve the use of seclusion or restraint for situations or conditions in which there is imminent danger of physical harm to self or others. Any student placed in seclusion or restraint shall be removed from such seclusion or restraint as soon as district personnel determine that the student is no longer an imminent danger to self or others.

Seclusion Spaces

In the limited situations where seclusion is used, it must occur in a room that complies with applicable building codes. The space in which the student is confined should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Mechanical, Physical or Prone Restraint Limitations

District personnel are prohibited from using any mechanical, physical or prone restraint technique that:

1. Obstructs views of the student's face;
2. Obstructs the student's respiratory airway, impairs the student's breathing or respiratory capacity, or restricts the movement required for normal breathing to cause positional or postural asphyxia;
3. Places pressure or weight on or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen or genitals;
4. Obstructs the student's circulation of blood;
5. Involves pushing on or into the student's mouth, nose, eyes or any part of the face or involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets or washcloths;
6. Endangers the student's life or significantly exacerbates the student's medical condition;
7. Is purposely designed to inflict pain; or
8. Restricts the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have their hands free of restraint for brief periods unless district personnel determine that such freedom appears likely to result in harm to self or others.

Parent/Guardian Notifications

The district will attempt to notify the parents/guardians of the student as soon as possible but no later than one hour after the end of the school day on which seclusion or restraint occurred. Notification will be oral or electronic and will include a statement indicating that the district or district contractor will provide the parents/guardians a copy of the report required by law and this policy within five school days.

Monitoring and Reporting

District personnel shall monitor the use of student seclusion or restraint and shall complete a report for each incident that minimally contains the following:

1. The date, time of day, location, duration and description of the incident and interventions;
2. Any event leading to the incident and the reason for using seclusion or restraint;
3. A description of the methods of seclusion or restraint used;
4. The nature and extent of any injury to the student;
5. The names, roles and certifications of any district personnel involved in the use of seclusion or restraint;
6. The name, role and signature of the person who prepared the report;
7. The name of an employee whom the parent/guardian can contact regarding the incident and use of seclusion or restraint;
8. The name of an employee to contact if the parent/guardian wishes to file a complaint; and
9. A statement directing parents/guardians to a sociological, emotional or behavioral support organization and a hotline number to report child abuse and neglect.

The report will be an education record of the student. The district or district contractor will provide a copy of the report to the parent/guardian of the student within five school days, and a copy of each incident report will be given to the Department of Elementary and Secondary Education within 30 days of the incident.

Training

All district personnel, as defined in this policy, will annually review this policy and district procedures involving the use of seclusion and restraint. Personnel who use seclusion or restraint shall annually complete mandatory training in the specific seclusion and restraint techniques used by the district.

Retaliation Prohibited

School board members, administrators and district personnel will not retaliate against any person for reporting a violation of this policy or failure to follow state law regarding seclusion and restraint. Likewise, retaliation is prohibited against any person for providing information regarding a violation of law regulating seclusion and restraint.

**Search the index for this section and the cross references to identify related policies,
administrative procedures and forms.**

Adopted:

Revised:

Legal Refs: §§ 160.261, .263, 563.061, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT DISCIPLINE

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on 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 Southwest Livingston Co. R-I School Dist to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

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

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

Documentation in Student's Discipline Record

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

Conditions of Suspension, 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 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 and potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building within the ranges established in this

regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

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.

First Offense:	No credit for the work, grade reduction, or replacement assignment.
Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

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

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

Assault

1. 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.

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

FILE: JG-R1
Critical

2. 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.

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

Automobile/Vehicle Misuse – Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense:	Suspension or revocation of parking privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying (see Board policy JFCF) – Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for 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 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.

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

Bus or Transportation Misconduct (see Board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same

manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

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

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (see Board policies JFCH and JHCD)

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

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

2. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

FILE: JG-R1
Critical

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 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.

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

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

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

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

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

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

First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
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Subsequent Offense:	Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
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Harassment, including Sexual Harassment (see Board policy AC)

1. 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. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

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

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. 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:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

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

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

First Offense:	Confiscation. Warning, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	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.

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

Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

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

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

First Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, 1-180 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.

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

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP1)

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.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

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.

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent	Confiscation, principal/student conference,

Offense:	detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
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3. Violations, other than those listed in (1) or (2) above, of Board policy EHB, procedure EHB-API or any policy or procedure regulating student use of personal electronic devices.

First Offense:	Restitution. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of Board policy KKB.

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

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension 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.

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

Tobacco

1. Possession of any tobacco products, electronic cigarettes or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD.

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

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

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

Truancy or Tardiness (see Board policy JED and procedures JED-AP1 and JED-AP2) – 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.

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

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.

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

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

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

Weapons (see Board policy JFCJ)

1. 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.

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

2. 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).

First Offense:	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

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

FILE: JG-R1
Critical

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

MSIP Refs: 6.6

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

CORPORAL PUNISHMENT

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .263, 171.011, 563.061, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

DETENTION AND/OR IN-SCHOOL SUSPENSION OF STUDENTS

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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: § 160.261, RSMo

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STUDENT SUSPENSION AND EXPULSION

The following procedures apply to all students. However, additional procedures for discipline for students with disabilities are sometimes required, as discussed in policy JGE, Discipline of Students with Disabilities.

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 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 policy JEC, Student 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 may suspend a student for up to ten (10) school days. A superintendent 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 superintendent 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 superintendent 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 superintendent 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.
4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. 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.
6. If a student is suspended for more than ten (10) 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'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'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 School Days and Expulsions

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

1. Before recommending to the Board that a student be expelled or suspended for more than 180 school days, the superintendent 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/expulsion; and (c) give the student an opportunity to present his or her version of the incident.
2. If the superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
 - a. The superintendent will recommend to the Board that the student be expelled or suspended for more than 180 school days. The superintendent may also immediately suspend the student for up to 180 school days.
 - b. Upon receipt of the superintendent'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 discipline hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten (10) 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 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.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ECA, Building and Grounds Security

Legal Refs §§ 160.261, 162.955 - .963, 167.161 - .171, RSMo.
Chapter 536, RSMo.

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417

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DISCIPLINE OF STUDENTS WITH DISABILITIES

It is the goal of the Southwest Livingston Co. R-I School Dist to provide a safe and productive learning environment for all students. The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities will be disciplined in accordance with the district's discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The district will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

The Board delegates to the superintendent or designee the authority to seek the removal of a student with a disability as allowed by federal or state law to an alternative educational setting through the state hearing process or to seek a court injunction ordering removal or a different educational placement.

The superintendent or designee will provide all district employees training on violence prevention, the district's discipline code and the legal requirements for disciplining students with disabilities. The Board delegates to the superintendent or designee the authority to contact the district's legal counsel for legal advice or training on the district's responsibilities.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBA, Programs for Students with Disabilities

Legal Refs: §§ 160.261, 162.680, .955 - .963, 167.161 - .171, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

28 C.F.R. Part 35
21 U.S.C. § 812(c); 18 U.S.C. § 930
Honig v. Doe, 484 U.S. 305 (1988)
Light v. Parkway C-2 Sch. Dist., 41 F.3d 1223 (8th Cir. 1994)

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DISCIPLINE REPORTING AND RECORDS

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

Definitions

The following definitions and terms apply to this policy:

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

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

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

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

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

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

FILE: JGF
Critical

Reporting to School Staff

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

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

Reporting to Law Enforcement Officials

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

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

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.

13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

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

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

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

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

Reporting Third-Degree Assault

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

FILE: JGF
Critical

Student Discipline Records

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

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

Confidentiality

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

Liability

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .522, 167.020, .115 - .117, .122, 210.865, 211.032, 565.002, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SECLUSION, ISOLATION AND RESTRAINT

Purpose

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Approach the use of discipline and behavior-management techniques with dignity and respect.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on district property or at any district function or event.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of nonaversive behavioral interventions, including positive behavioral support techniques.

Policy Applicability

This policy applies to all district personnel. District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities and mental health facilities) will follow the policies and procedures for the facilities or programs where they work.

The terms of any written agreement between the district and any facility that provides services to district students will require that facility to have a policy on the use of seclusion, isolation and restraint that complies with state and federal law.

Parents/Guardians who consent to their child receiving services by facilities not located on district premises also consent to the use of that facility's seclusion, isolation and restraint policy.

Definitions

Assistive Technology Device – Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

Aversive Behavioral Intervention or *Aversive Intervention* – An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive

FILE: JGGA
Critical

behaviors, including such interventions as: contingent application of noxious, painful or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions. The term does not include such interventions as voice control limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

Behavioral Intervention – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment (FBA) that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.

Behavior Intervention Plan (BIP) – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

Behavior Management – Comprehensive, schoolwide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

Chemical Restraint – Administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

Confinement – The act of preventing a student from leaving an enclosed space.

Discipline – Consequences for violating the district's student code of conduct.

Emergency Situation – A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

Functional Behavior Assessment – A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

Individualized Education Program (IEP) – A student's individualized education program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation – The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as disciplinary consequences in accordance with the district's student discipline code.

Law Enforcement Officer – Any public servant having both the power and duty to make arrests for violations of local, state or federal law.

Locking Hardware – Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

Mechanical Restraint – A device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes, but is not limited to: straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical Escort – The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Physical Restraint – The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

Positive Behavior Supports – A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro-social skills and receive high rates of positive feedback.

Restraint – See the definitions for *chemical restraint*, *mechanical restraint* and *physical restraint*.

School or District Employee or Personnel – Any person employed by the district, volunteering for the district or performing services on behalf of or at the direction of the district. "School or district employee or personnel" may include persons working with students as independent contractors or on behalf of an independent contractor or persons employed by another agency who are providing educational or related services to students.

Seclusion – The confinement of a student alone in an unattended enclosed space from which the student is physically prevented from leaving by locking hardware.

Section 504 Plan – A student's individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

FILE: JGGA
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Time-Out – Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff and other students.

Use of Time-Out

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

Use of Aversive Interventions

Aversive interventions will be used only in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

Use of Seclusion, Isolation and Restraint

Seclusion

Seclusion as defined in this policy is prohibited except in an emergency situation while awaiting the arrival of law enforcement officers as provided for in state law.

Isolation

Isolation shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff unless otherwise specified in an IEP, Section 504 plan or other parentally agreed-upon plan to address a student's behavior.

The space in which the student is isolated should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Physical Restraint

Physical restraint shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Physical restraint will:

1. Be used only for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.
4. Be done only by district personnel trained in the proper use of physical restraint.

District personnel who use physical restraint shall only use restraint methods in which they have received district-approved training. Further, district personnel who use physical restraint may only do so in the presence of at least one additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

Mechanical Restraint

Mechanical restraint shall be used only as specified in a student's IEP or Section 504 plan with two exceptions:

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1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

Chemical Restraint

Chemical restraints shall never be used by district personnel.

Emergency Situation Follow-ups

Following any emergency situation involving the use of seclusion, isolation or restraint, a meeting shall occur as soon as possible but no later than two school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee.

Positive Behavior Supports

The superintendent or designee is responsible for implementing the districtwide use of appropriate positive behavior supports designed to support or alter behavior in all students.

Training

The superintendent or designee shall ensure that all district personnel are informed about policies and procedures involving the use of seclusion, isolation and restraint.

In addition to the information provided to all district personnel, those who utilize seclusion, isolation or restraint will receive training in:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in physical management and use of restraints.
3. The best way to explain the proposed restraint methods to students and parents/guardians.
4. The appropriate use of isolation.
5. The appropriate use of seclusion.

Records

The superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; whether the student was disciplined; and any other documentation required by federal or state law.

Notice to Parents/Guardians

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible but no later than the end of the day of the incident.

The parent/guardian shall receive a written report of the emergency situation within five school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
3. Nature and extent of any injury to the student, when applicable.
4. Name of an employee the parent/guardian can contact regarding the incident.

Students with Disabilities

If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation, restraint or aversive behavior intervention:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation, restraint or aversive behavior intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or aversive behavior intervention.
3. Any use of seclusion, isolation, restraint or aversive behavior intervention must be limited to what is set forth in the IEP or Section 504 plan.

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Before adding the use of seclusion, isolation, restraint or aversive behavior intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, an FBA, and the student must have a BIP in place.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .263, 563.061, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT INSURANCE

The Board of Education recommends that all students have accident insurance. Although arranging for such insurance is the responsibility of the student and parents/guardians, the Board may name an insurance carrier each year to offer group rates. Participation in the group plan is optional. Parents/Guardians and students will deal directly with the insurance carrier.

Students participating in interscholastic athletics and certain other activities governed by the Missouri State High School Activities Association (MSHSAA) are required to have accident insurance coverage before being allowed to practice or compete for a school team. A student will not be allowed to participate in these activities, including practices, until proof of insurance coverage is received in the principal's office.

The district will provide parents/guardians enrolling students in the district information about the state children's health insurance program, MO HealthNet for Kids (MHK). A parent/guardian who, when completing an application for free and reduced-price meals, indicates that a child does not have health insurance will be notified by the district that the MHK program is available, if household income is within eligibility standards.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EFB, Free and Reduced-Price Food Service
KB, Public Information Program

Legal Refs: § 208.658, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board of Education supports the health and physical well-being of students by establishing a districtwide coordinated student health services program. The district nursing staff has oversight of the coordinated student health services program and will work with the School Health Advisory Council (SHAC), which is composed of a school nurse, a counselor and Board-appointed members of the community. The purpose of the SHAC is to incorporate community priorities and values into the district's student health services. The meetings, records and votes of the SHAC will adhere to the requirements of the Missouri Sunshine Law.

Nurses employed to staff the health services program shall serve under the direction of the superintendent or designee and, to the extent required by law, under the supervision of a physician or registered nurse, who may be offsite. The nurse or designee will be responsible for all notifications to parents/guardians regarding health services. The services provided by the nursing staff will include:

1. Administration of laws that protect the health of children attending public schools in Missouri, including:
 1. Ensuring compliance with immunization requirements.
 2. Excluding students who have contagious diseases from attendance when authorized by law.
 3. Reporting the presence or suspected presence of diseases mandated for reporting by law.
2. Emergency first aid treatment for injury or illness occurring during the school day.
3. The administration of medication, including emergency medications stocked by the district, pursuant to Board policy.
4. Assistance in carrying out the district's responsibilities outlined in Section 504 plans, individualized health plans (IHPs) or individualized education programs (IEPs).
5. Guidance and counseling concerning health problems of students.
6. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will store health records in a secure location, and any health information provided to the nurse orally will be reduced to writing and stored appropriately. The superintendent or designee shall have access to student health records when there is a legitimate educational purpose or access is

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necessary to supervise staff. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need to know the information. Student records will be stored and disclosed in accordance with Board policy.

7. Age-appropriate health education in the district's instructional program, in accordance with Missouri School Improvement Program (MSIP) Standards and Missouri Grade-Level Expectations (GLEs), including information about the prevention and control of communicable diseases, the use of standard precautions when handling bodily fluids, allergy prevention and response, diabetes, asthma and other chronic conditions. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may provide this information directly to parents/guardians but not to students. The nurse will also provide parents/guardians and students information that is produced by or similar to information produced by the Centers for Disease Control and Prevention on influenza and influenza vaccinations.
8. Screening for health conditions in accordance with Board policy and administrative procedures.
9. Notification of the school principal if informed of a condition that could require accommodation under federal law.
10. Sharing information with parents/guardians about publicly available health insurance options for students.
11. Development and annual review of a Health Services Plan.
12. Training staff as necessary to implement the district's health and safety program.
13. Such other services as assigned by the supervising principal or superintendent.

Contraceptives

The district and its agents may not provide contraceptive devices or contraceptive drugs. Referral to the family practitioner for such devices or drugs will be made only in accordance with the parental notification checklist requirements of state law.

Physical Examinations and Screenings

"Screening" is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screening tests for various health conditions (such as vision and hearing) will be conducted in accordance with administrative procedures. Subject to a written agreement, the district may solicit or permit an outside entity to assist with student health screening. The agreement will include a provision requiring the entity to turn over all records collected during the screening, destroy the information after providing it to the district, keep all student information confidential and hold the district harmless for the entity's actions. The superintendent or designee may contact the district's attorney for assistance in drafting the agreement.

Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's academic progress or health.

In general, the school district will not conduct physical examinations of a student without parental consent unless the health or safety of the student or others is in question or unless by court order.

Further, parents/guardians will be notified of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance.
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other students.

As used in this policy, the term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.

Parents/Guardians or eligible students will be given the opportunity to opt out of the above-described nonemergency, invasive physical examination or screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Missouri State High School Activities Association (MSHSAA) will be required to follow the rules of that organization.

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All parents/guardians will be notified at least at the beginning of the school year of the district's policy on physical examinations and screening of students. Parents/Guardians will also be notified within a reasonable period of time after any substantive change in the policy.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EBB, Communicable Diseases
EBBA, Illness and Injury Response and Prevention
IGBC, Parent and Family Involvement and Engagement

Legal Refs: §§ 167.181 - .195, .611, .635, .637, 170.015(2), 208.670, .677, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h(b)
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

IMMUNIZATION OF STUDENTS

It is the policy of the Southwest Livingston Co. R-I School Dist that all students attending the district schools shall be immunized in accordance with law.

The district will not allow a student to attend school until the district has satisfactory evidence on file demonstrating 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.

Immunization Exceptions

A student is exempted from obtaining immunizations if the district has the completed, original forms from the Missouri Department of Health and Senior Services (DHSS) 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 parent/guardian that immunization of the student violates his or her religious beliefs.

Homeless students, students in the custody of the Children's Division (CD) of the Department of Social Services and students in the household of an active duty member of the military who do not have an exemption and cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to provide satisfactory evidence that the student has completed all age-appropriate immunizations or has begun the process of immunization. If the student has begun the process of immunization, the student may continue to attend as long as the process is being accomplished according to the schedule recommended by DHSS.

Failure to Provide Evidence of Required Immunizations

The district will exclude from school all students who are not immunized or exempted as required by law.

The district must report to DHSS the names of any parents/guardians who neglect to immunize their student or refuse to permit the immunization of a nonexempted student. The district will also report to the CD any instance of educational or medical neglect.

Pursuant to law, any contacts with parents/guardians regarding immunizations will also include information about influenza and influenza vaccines.

District-Sponsored Preschool, Daycare Centers and Nursery Schools

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized unless:

1. There is satisfactory proof that immunizations are in progress and that the process is being accomplished in accordance with the schedule recommended by DHSS; or
2. The student is homeless or in the custody of the CD and cannot provide satisfactory evidence of required immunizations. Such students will be given 30 days to provide satisfactory evidence of completion or evidence that immunizations are in process.
3. A parental, medical or religious exemption is on file. Exemptions must be on original forms from DHSS.

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

The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

Records

The superintendent or designee shall institute procedures for the maintenance of health records that show the immunization status of every child enrolled or attending in the district and for the completion of all necessary reports in accordance with guidelines prepared by DHSS.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care

Legal Refs: §§ 160.1990, .2000, 167.181 - .191, 210.003, RSMo.
19 C.S.R. 20-28.010, 20-28.040

The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 - 7941
Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ADMINISTRATION OF MEDICATIONS TO STUDENTS

Definitions

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

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

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

General

The Southwest Livingston Co. R-I School Dist prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's education services. The Board directs the superintendent or designee to employ, contract with and train the necessary personnel to administer medications to students. Medications will be administered at school only when it is not possible or effective for the student to receive the medication at home.

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

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

Nurses and Other Personnel

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

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

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

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

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

Over-the-Counter Medications

The district may administer over-the-counter medication to a student if the district has received permission to do so from the parent/guardian. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.

Prescription Medications

The district may administer prescription medication to a student if the district has received permission to do so from the parent/guardian and appropriate direction on how the medication is to be administered. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

Medications District Personnel Will Not Administer

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

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

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

Medical Marijuana and Cannabidiol (CBD) Oil

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

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

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

Student Possession and Self-Administration of Medications

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

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

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

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

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a serious or life-threatening reaction or episode. A prescription or written permission from a parent/guardian is not necessary to administer these medications in an emergency situation.

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

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

Consequences

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

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Critical

Cross Refs: AH, Use of Tobacco Products and Imitation Tobacco Products
EBB, Communicable Diseases
EBBA, Illness and Injury Response and Prevention
KK, Visitors to District Property/Events

Legal Refs: Mo. Const., art. XVI § 1
§§ 167.621 - .635, .800 - .824, 192.945, .947, 335.016, .066, 338.059, 577.625,
.628, RSMo.
Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th
Cir. 1997)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

CORPORAL PUNISHMENT

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .263, 171.011, 563.061, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

DETENTION AND/OR IN-SCHOOL SUSPENSION OF STUDENTS

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.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: § 160.261, RSMo

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STUDENT SUSPENSION AND EXPULSION

The following procedures apply to all students. However, additional procedures for discipline for students with disabilities are sometimes required, as discussed in policy JGE, Discipline of Students with Disabilities.

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 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 policy JEC, Student 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 may suspend a student for up to ten (10) school days. A superintendent 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 superintendent 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 superintendent 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 superintendent 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.
4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. 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.
6. If a student is suspended for more than ten (10) 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'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'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 School Days and Expulsions

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

1. Before recommending to the Board that a student be expelled or suspended for more than 180 school days, the superintendent 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/expulsion; and (c) give the student an opportunity to present his or her version of the incident.
2. If the superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
 - a. The superintendent will recommend to the Board that the student be expelled or suspended for more than 180 school days. The superintendent may also immediately suspend the student for up to 180 school days.
 - b. Upon receipt of the superintendent'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 discipline hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten (10) 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 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.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: ECA, Building and Grounds Security

Legal Refs §§ 160.261, 162.955 - .963, 167.161 - .171, RSMo.
Chapter 536, RSMo.

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417

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DISCIPLINE OF STUDENTS WITH DISABILITIES

It is the goal of the Southwest Livingston Co. R-I School Dist to provide a safe and productive learning environment for all students. The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities will be disciplined in accordance with the district's discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The district will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

The Board delegates to the superintendent or designee the authority to seek the removal of a student with a disability as allowed by federal or state law to an alternative educational setting through the state hearing process or to seek a court injunction ordering removal or a different educational placement.

The superintendent or designee will provide all district employees training on violence prevention, the district's discipline code and the legal requirements for disciplining students with disabilities. The Board delegates to the superintendent or designee the authority to contact the district's legal counsel for legal advice or training on the district's responsibilities.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBA, Programs for Students with Disabilities

Legal Refs: §§ 160.261, 162.680, .955 - .963, 167.161 - .171, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

28 C.F.R. Part 35
21 U.S.C. § 812(c); 18 U.S.C. § 930
Honig v. Doe, 484 U.S. 305 (1988)
Light v. Parkway C-2 Sch. Dist., 41 F.3d 1223 (8th Cir. 1994)

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DISCIPLINE REPORTING AND RECORDS

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

Definitions

The following definitions and terms apply to this policy:

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

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

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

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

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

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

FILE: JGF
Critical

Reporting to School Staff

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

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

Reporting to Law Enforcement Officials

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

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

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.

13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

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

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

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

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

Reporting Third-Degree Assault

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

FILE: JGF
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Student Discipline Records

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

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

Confidentiality

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

Liability

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .522, 167.020, .115 - .117, .122, 210.865, 211.032, 565.002, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SECLUSION, ISOLATION AND RESTRAINT

Purpose

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Approach the use of discipline and behavior-management techniques with dignity and respect.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on district property or at any district function or event.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of nonaversive behavioral interventions, including positive behavioral support techniques.

Policy Applicability

This policy applies to all district personnel. District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities and mental health facilities) will follow the policies and procedures for the facilities or programs where they work.

The terms of any written agreement between the district and any facility that provides services to district students will require that facility to have a policy on the use of seclusion, isolation and restraint that complies with state and federal law.

Parents/Guardians who consent to their child receiving services by facilities not located on district premises also consent to the use of that facility's seclusion, isolation and restraint policy.

Definitions

Assistive Technology Device – Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

Aversive Behavioral Intervention or *Aversive Intervention* – An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive

FILE: JGGA
Critical

behaviors, including such interventions as: contingent application of noxious, painful or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions. The term does not include such interventions as voice control limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

Behavioral Intervention – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment (FBA) that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.

Behavior Intervention Plan (BIP) – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

Behavior Management – Comprehensive, schoolwide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

Chemical Restraint – Administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

Confinement – The act of preventing a student from leaving an enclosed space.

Discipline – Consequences for violating the district's student code of conduct.

Emergency Situation – A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

Functional Behavior Assessment – A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

Individualized Education Program (IEP) – A student's individualized education program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation – The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as disciplinary consequences in accordance with the district's student discipline code.

Law Enforcement Officer – Any public servant having both the power and duty to make arrests for violations of local, state or federal law.

Locking Hardware – Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

Mechanical Restraint – A device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes, but is not limited to: straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical Escort – The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Physical Restraint – The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

Positive Behavior Supports – A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro-social skills and receive high rates of positive feedback.

Restraint – See the definitions for *chemical restraint*, *mechanical restraint* and *physical restraint*.

School or District Employee or Personnel – Any person employed by the district, volunteering for the district or performing services on behalf of or at the direction of the district. "School or district employee or personnel" may include persons working with students as independent contractors or on behalf of an independent contractor or persons employed by another agency who are providing educational or related services to students.

Seclusion – The confinement of a student alone in an unattended enclosed space from which the student is physically prevented from leaving by locking hardware.

Section 504 Plan – A student's individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

FILE: JGGA
Critical

Time-Out – Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff and other students.

Use of Time-Out

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

Use of Aversive Interventions

Aversive interventions will be used only in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

Use of Seclusion, Isolation and Restraint

Seclusion

Seclusion as defined in this policy is prohibited except in an emergency situation while awaiting the arrival of law enforcement officers as provided for in state law.

Isolation

Isolation shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff unless otherwise specified in an IEP, Section 504 plan or other parentally agreed-upon plan to address a student's behavior.

The space in which the student is isolated should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Physical Restraint

Physical restraint shall be used only:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Physical restraint will:

1. Be used only for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.
4. Be done only by district personnel trained in the proper use of physical restraint.

District personnel who use physical restraint shall only use restraint methods in which they have received district-approved training. Further, district personnel who use physical restraint may only do so in the presence of at least one additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

Mechanical Restraint

Mechanical restraint shall be used only as specified in a student's IEP or Section 504 plan with two exceptions:

FILE: JGGA
Critical

1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

Chemical Restraint

Chemical restraints shall never be used by district personnel.

Emergency Situation Follow-ups

Following any emergency situation involving the use of seclusion, isolation or restraint, a meeting shall occur as soon as possible but no later than two school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee.

Positive Behavior Supports

The superintendent or designee is responsible for implementing the districtwide use of appropriate positive behavior supports designed to support or alter behavior in all students.

Training

The superintendent or designee shall ensure that all district personnel are informed about policies and procedures involving the use of seclusion, isolation and restraint.

In addition to the information provided to all district personnel, those who utilize seclusion, isolation or restraint will receive training in:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in physical management and use of restraints.
3. The best way to explain the proposed restraint methods to students and parents/guardians.
4. The appropriate use of isolation.
5. The appropriate use of seclusion.

Records

The superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; whether the student was disciplined; and any other documentation required by federal or state law.

Notice to Parents/Guardians

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible but no later than the end of the day of the incident.

The parent/guardian shall receive a written report of the emergency situation within five school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
3. Nature and extent of any injury to the student, when applicable.
4. Name of an employee the parent/guardian can contact regarding the incident.

Students with Disabilities

If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation, restraint or aversive behavior intervention:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation, restraint or aversive behavior intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or aversive behavior intervention.
3. Any use of seclusion, isolation, restraint or aversive behavior intervention must be limited to what is set forth in the IEP or Section 504 plan.

FILE: JGGA
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Before adding the use of seclusion, isolation, restraint or aversive behavior intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, an FBA, and the student must have a BIP in place.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: §§ 160.261, .263, 563.061, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT INSURANCE

The Board of Education recommends that all students have accident insurance. Although arranging for such insurance is the responsibility of the student and parents/guardians, the Board may name an insurance carrier each year to offer group rates. Participation in the group plan is optional. Parents/Guardians and students will deal directly with the insurance carrier.

Students participating in interscholastic athletics and certain other activities governed by the Missouri State High School Activities Association (MSHSAA) are required to have accident insurance coverage before being allowed to practice or compete for a school team. A student will not be allowed to participate in these activities, including practices, until proof of insurance coverage is received in the principal's office.

The district will provide parents/guardians enrolling students in the district information about the state children's health insurance program, MO HealthNet for Kids (MHK). A parent/guardian who, when completing an application for free and reduced-price meals, indicates that a child does not have health insurance will be notified by the district that the MHK program is available, if household income is within eligibility standards.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EFB, Free and Reduced-Price Food Service
KB, Public Information Program

Legal Refs: § 208.658, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board of Education supports the health and physical well-being of students by establishing a districtwide coordinated student health services program. The district nursing staff has oversight of the coordinated student health services program and will work with the School Health Advisory Council (SHAC), which is composed of a school nurse, a counselor and Board-appointed members of the community. The purpose of the SHAC is to incorporate community priorities and values into the district's student health services. The meetings, records and votes of the SHAC will adhere to the requirements of the Missouri Sunshine Law.

Nurses employed to staff the health services program shall serve under the direction of the superintendent or designee and, to the extent required by law, under the supervision of a physician or registered nurse, who may be offsite. The nurse or designee will be responsible for all notifications to parents/guardians regarding health services. The services provided by the nursing staff will include:

1. Administration of laws that protect the health of children attending public schools in Missouri, including:
 1. Ensuring compliance with immunization requirements.
 2. Excluding students who have contagious diseases from attendance when authorized by law.
 3. Reporting the presence or suspected presence of diseases mandated for reporting by law.
2. Emergency first aid treatment for injury or illness occurring during the school day.
3. The administration of medication, including emergency medications stocked by the district, pursuant to Board policy.
4. Assistance in carrying out the district's responsibilities outlined in Section 504 plans, individualized health plans (IHPs) or individualized education programs (IEPs).
5. Guidance and counseling concerning health problems of students.
6. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will store health records in a secure location, and any health information provided to the nurse orally will be reduced to writing and stored appropriately. The superintendent or designee shall have access to student health records when there is a legitimate educational purpose or access is

necessary to supervise staff. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need to know the information. Student records will be stored and disclosed in accordance with Board policy.

7. Age-appropriate health education in the district's instructional program, in accordance with Missouri School Improvement Program (MSIP) Standards and Missouri Grade-Level Expectations (GLEs), including information about the prevention and control of communicable diseases, the use of standard precautions when handling bodily fluids, allergy prevention and response, diabetes, asthma and other chronic conditions. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may provide this information directly to parents/guardians but not to students. The nurse will also provide parents/guardians and students information that is produced by or similar to information produced by the Centers for Disease Control and Prevention on influenza and influenza vaccinations.
8. Screening for health conditions in accordance with Board policy and administrative procedures.
9. Notification of the school principal if informed of a condition that could require accommodation under federal law.
10. Sharing information with parents/guardians about publicly available health insurance options for students.
11. Development and annual review of a Health Services Plan.
12. Training staff as necessary to implement the district's health and safety program.
13. Such other services as assigned by the supervising principal or superintendent.

Contraceptives

The district and its agents may not provide contraceptive devices or contraceptive drugs. Referral to the family practitioner for such devices or drugs will be made only in accordance with the parental notification checklist requirements of state law.

Physical Examinations and Screenings

"Screening" is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screening tests for various health conditions (such as vision and hearing) will be conducted in accordance with administrative procedures. Subject to a written agreement, the district may solicit or permit an outside entity to assist with student health screening. The agreement will include a provision requiring the entity to turn over all records collected during the screening, destroy the information after providing it to the district, keep all student information confidential and hold the district harmless for the entity's actions. The superintendent or designee may contact the district's attorney for assistance in drafting the agreement.

Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's academic progress or health.

In general, the school district will not conduct physical examinations of a student without parental consent unless the health or safety of the student or others is in question or unless by court order.

Further, parents/guardians will be notified of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance.
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other students.

As used in this policy, the term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.

Parents/Guardians or eligible students will be given the opportunity to opt out of the above-described nonemergency, invasive physical examination or screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Missouri State High School Activities Association (MSHSAA) will be required to follow the rules of that organization.

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All parents/guardians will be notified at least at the beginning of the school year of the district's policy on physical examinations and screening of students. Parents/Guardians will also be notified within a reasonable period of time after any substantive change in the policy.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EBB, Communicable Diseases
EBBA, Illness and Injury Response and Prevention
IGBC, Parent and Family Involvement and Engagement

Legal Refs: §§ 167.181 - .195, .611, .635, .637, 170.015(2), 208.670, .677, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h(b)
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

IMMUNIZATION OF STUDENTS

It is the policy of the Southwest Livingston Co. R-I School Dist that all students attending the district schools shall be immunized in accordance with law.

The district will not allow a student to attend school until the district has satisfactory evidence on file demonstrating 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.

Immunization Exceptions

A student is exempted from obtaining immunizations if the district has the completed, original forms from the Missouri Department of Health and Senior Services (DHSS) 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 parent/guardian that immunization of the student violates his or her religious beliefs.

Homeless students, students in the custody of the Children's Division (CD) of the Department of Social Services and students in the household of an active duty member of the military who do not have an exemption and cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to provide satisfactory evidence that the student has completed all age-appropriate immunizations or has begun the process of immunization. If the student has begun the process of immunization, the student may continue to attend as long as the process is being accomplished according to the schedule recommended by DHSS.

Failure to Provide Evidence of Required Immunizations

The district will exclude from school all students who are not immunized or exempted as required by law.

The district must report to DHSS the names of any parents/guardians who neglect to immunize their student or refuse to permit the immunization of a nonexempted student. The district will also report to the CD any instance of educational or medical neglect.

Pursuant to law, any contacts with parents/guardians regarding immunizations will also include information about influenza and influenza vaccines.

District-Sponsored Preschool, Daycare Centers and Nursery Schools

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized unless:

FILE: JHCB

Critical

1. There is satisfactory proof that immunizations are in progress and that the process is being accomplished in accordance with the schedule recommended by DHSS; or
2. The student is homeless or in the custody of the CD and cannot provide satisfactory evidence of required immunizations. Such students will be given 30 days to provide satisfactory evidence of completion or evidence that immunizations are in process.
3. A parental, medical or religious exemption is on file. Exemptions must be on original forms from DHSS.

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

The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

Records

The superintendent or designee shall institute procedures for the maintenance of health records that show the immunization status of every child enrolled or attending in the district and for the completion of all necessary reports in accordance with guidelines prepared by DHSS.

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Note: *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: IGBCA, Programs for Homeless Students
IGBE, Students in Foster Care

Legal Refs: §§ 160.1990, .2000, 167.181 - .191, 210.003, RSMo.
19 C.S.R. 20-28.010, 20-28.040

The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 - 7941
Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

ADMINISTRATION OF MEDICATIONS TO STUDENTS

Definitions

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

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

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

General

The Southwest Livingston Co. R-I School Dist prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's education services. The Board directs the superintendent or designee to employ, contract with and train the necessary personnel to administer medications to students. Medications will be administered at school only when it is not possible or effective for the student to receive the medication at home.

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

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

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Nurses and Other Personnel

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

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

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

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

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

Over-the-Counter Medications

The district may administer over-the-counter medication to a student if the district has received permission to do so from the parent/guardian. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.

Prescription Medications

The district may administer prescription medication to a student if the district has received permission to do so from the parent/guardian and appropriate direction on how the medication is to be administered. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

Medications District Personnel Will Not Administer

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

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

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

Medical Marijuana and Cannabidiol (CBD) Oil

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

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

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

Student Possession and Self-Administration of Medications

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

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

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

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

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a serious or life-threatening reaction or episode. A prescription or written permission from a parent/guardian is not necessary to administer these medications in an emergency situation.

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

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

Consequences

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

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Cross Refs: AH, Use of Tobacco Products and Imitation Tobacco Products
EBB, Communicable Diseases
EBBA, Illness and Injury Response and Prevention
KK, Visitors to District Property/Events

Legal Refs: Mo. Const., art. XVI § 1
§§ 167.621 - .635, .800 - .824, 192.945, .947, 335.016, .066, 338.059, 577.625,
.628, RSMo.
Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th
Cir. 1997)

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

DO NOT RESUSCITATE (DNR) ORDERS

Each request for the district to honor a do not resuscitate order (DNR) will be dealt with individually.

The district will develop an individualized health plan (IHP), or modify an existing IHP, for any student subject to a DNR. The IHP will be developed in conjunction with the parents; the student if appropriate; a school nurse and other appropriate staff; the student's physician; emergency medical personnel, if possible; and other specialists as needed. If the student is receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, the Individualized Education Program (IEP) team or 504 team will be involved in the development of the IHP.

In addition to the usual contents of an IHP, the IHP of a student with a DNR order will specify which life-sustaining procedures will be used by district personnel in the case of an emergency. Emergency medical personnel will be summoned in all emergency situations as required in Board policy. A copy of the DNR will be attached to the IHP and provided to emergency medical personnel.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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STUDENT ALLERGY PREVENTION AND RESPONSE

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions. This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions. The best form of prevention for life-threatening allergies is avoidance of the allergen.

Research shows that allergies can negatively impact student achievement by affecting concentration, auditory processing and attendance. Further, healthy students are better learners. In addition to posing health risks, allergies can be potentially deadly for some individuals.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

Identification

Each school will attempt to identify students with life-threatening allergies, including food allergies. An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions can range from mild to severe and can even be life threatening. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Students with Known Allergies

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An individualized health plan (IHP), including an emergency action plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any Section 504 plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing Section 504 plan or IHP/EAP will be disciplined, and such discipline may include termination.

Prevention

Staff members shall not use air fresheners, oils, candles or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, that are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

Education and Training

All staff members will be regularly trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of prefilled epinephrine auto syringes and the administration of asthma-related rescue medications.

In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine or asthma-related rescue medications in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication, including epinephrine, in accordance with standard medical practice.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, signs and symptoms of allergic reactions; information on avoiding allergens; and simple steps students can take to keep classmates safe.

Confidentiality

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will not be shared with students and others who do not have a legitimate educational interest in the information unless authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's Section 504 plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA. Each building will maintain an adequate supply of prefilled epinephrine auto syringes and asthma-related rescue medications to be administered in accordance with Board policy.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
ADF, District Wellness Program
EBBA, Illness and Injury Response and Prevention
ECG, Animals on District Property
EF, Food Service Management
EFB, Free and Reduced-Price Food Service
IGBA, Programs for Students with Disabilities
IGD, District-Sponsored Extracurricular Activities and Groups
IICA, Field Trips and Excursions

Legal Refs: §§ 167.208, .635, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
National School Lunch Act, 42 U.S.C. §§ 1751 - 1769
Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1785
7 C.F.R. Parts 210, 220, 227

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT COUNSELING PROGRAM

Definitions

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

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

General

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

School Counseling Curriculum

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

Individual Student Planning

Individual planning activities help students plan, monitor and manage their academic achievement as well as their social/emotional and career development. The foundation for individual planning will be established during the elementary school years through school counseling activities. Building on this foundation, the individual planning component of the

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school counseling program will assist middle school students as they begin to plan for the future and will continue to support students in their planning endeavors until graduation.

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

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

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

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

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

Academic and Career Counseling Program

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

Responsive Services

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

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

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

System Support

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

Program Goals

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

1. Social/Emotional Development

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

2. Academic Development

- ▶ Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
- ▶ Teach students skills to aid them as they transition between grade levels or

schools.

- ▶ Focus on developing and monitoring individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ICAPs.

3. Career Development

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

Confidentiality

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

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

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

School Counseling Program Evaluation

The SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum, through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the

impact of the comprehensive school counseling program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EBCA, Crisis Intervention Plan
ECG, Animals on District Property
IGBD, At-Risk Students
IGCD, Virtual Coures
IGCE, Nontraditional Instruction Options
IL, Assessment Program

Legal Refs: §§ 167.266, .903, .905, 170.048, RSMo.

MSIP Refs: I-6

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

SURVEYING, ANALYZING OR EVALUATING STUDENTS

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

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

Consent Required

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

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

Notice and Opportunity to Opt Out

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

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

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

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy JO.

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: IGBA, Programs for Students with Disabilities
IGBC, Parent/Family Involvement in Instructional and Other Programs
KI, Public Solicitation/Advertising in District Facilities

Legal Refs: §§ 610.010 - .028, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

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SUICIDE AWARENESS AND PREVENTION

Purpose

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Southwest Livingston Co. R-I School Dist is committed to maintaining a safe environment to protect the health, safety and welfare of students.

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

Definitions

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

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

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

Crisis Response Team

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

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

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Response Plan

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

Students Who May Be at Risk of Suicide

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

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

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

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

Students Who May Be Having a Suicide Crisis

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

1. Make every effort to locate the student immediately, and do not leave the student alone.

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

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

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

Confidentiality

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

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

Abuse and Neglect

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

Accommodating a Disability

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

School and Community Resources

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

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

Response to Incidents Impacting the School

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

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

Staff Education on Suicide Prevention and Response Protocol

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

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

Suicide Prevention Education for Students

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

Policy Publication

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: EBCA, Crisis Intervention Plan

Legal Refs: § 170.048, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT

The Southwest Livingston Co. R-I School Dist and its Board members and employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Board members and employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any person who in good faith reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution. Board members who fail to follow this policy and applicable law may be subject to adverse action by the Board and criminal prosecution.

Definitions

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

Child – Any person under 18 years of age.

Mandated Reporter – Employees, officials, School Board members and others with care, custody and control of children in the district.

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

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Those Responsible for the Care, Custody and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day and school personnel, contractors and volunteers who establish a relationship with a student through the

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school or through school-related activities, even if the alleged abuse or neglect occurred outside school hours or off school grounds.

Public School District Liaison

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

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

Training

For Board Members

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

For Employees

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

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

5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

For Students

In accordance with policy IGAEB, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 on identifying and reporting sexual abuse.

Reporting Child Abuse and Neglect

The Board of Education requires mandated reporters to comply with the state child abuse and neglect laws. Mandated reporters acting in their official capacities who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect must directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then the investigation may be limited by law if the report involves sexual misconduct by a school employee.

Mandated reporters who make such reports to the CD must notify the school principal or designee that a report has been made. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. Mandated reporters who have reason to believe that a victim of abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state may make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state in addition to notifying the Missouri CD pursuant to this policy.

The reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. Employees who make a report in accordance with law shall not be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that employees mandated by law to make a report have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for the time required to make a mandated report.

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Reporting Allegations of Sexual Misconduct by a School Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. However, an allegation of sexual misconduct by a school employee is particularly serious. In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law, regardless of whether the employee or superintendent has reasonable cause to suspect abuse.

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

Investigating Child Abuse and Neglect

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

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

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

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

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

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

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

Information from the Children's Division

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

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

Immunity

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

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

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
BHA, Board Training and Development
GBCBB, Protected Staff Communications
GBH, Staff/Student Relations
GBLB, References
GCPB, Resignation of Professional Staff Members
GCPD, Suspension of Support Staff Members
GCPE, Termination of Professional Staff Members
GCPF, Renewal of Professional Staff Members
GDPB, Resignation of Support Staff Members
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members
GDPE, Nonrenewal and Termination of Support Members
IGAEB, Sexual Health Instruction

Legal Refs: §§ 160.261, 162.069, .203, 167.122 - .123, 170.045, 210.110 - .165, .865, RSMo.
13 C.S.R. 35-31.010
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

WORK CERTIFICATES

Under state law, children between the ages of 14 and 16 must first obtain a work certificate to be employed during the regular school year, as defined by the school calendar of the school the child attends. The Southwest Livingston Co. R-I School Dist Board of Education believes that it is in the best interest of children to focus on educational opportunities and to delay entering the workforce until the student has proven successful in the classroom. The Board recognizes that there may be circumstances in which children may benefit from employment, and the Board will support the child's initiative to the extent that the child may be employed and still progress educationally.

District employees are directed to notify the Missouri Department of Labor and Industrial Relations if they receive information that indicates that a child is being employed without a certificate or if the nature or length of employment violates state or federal laws. In accordance with law, the district will not charge a fee for work certificates.

Authorized Employees

By law the following district employees may issue work certificates:

1. The superintendent.
2. A person holding a student services certificate who is authorized in writing by the superintendent.
3. A person designated in writing by the superintendent when the person with a student services certificate is not available or, if the district does not employ a person with a student services certificate, when the superintendent is not available.
4. A principal or another administrator designated by the principal, but only for students attending the school he or she administers.

Authorized district employees will only issue work certificates in accordance with law and when they are satisfied that employment will serve the best interest of the child. Except as permitted for home-schooled students, no district employee may issue a work certificate to his or her own child.

Work Certificates Issued by a Southwest Livingston Co. R-I School Dist Principal or Designee

Prior to issuing a work certificate to a Southwest Livingston Co. R-I School Dist student, a principal or a person designated by a principal to issue work certificates will provide a

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self-certification that he or she understands the requirements in existing law for issuing a work certificate. A copy of this self-certification will be maintained in the personnel record of the principal or designee.

The principal or designee will submit a copy of each work certificate he or she issues, along with copies of supporting documentation, to the superintendent. The superintendent may revoke the work certificate if the superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work certificate under existing law. The superintendent will provide the student and the person employing the student written notice of the revocation and the reasons for the revocation.

Work Certificates Issued by the Principal or Designee of a Private School

In accordance with law, the principal of a private school located in the Southwest Livingston Co. R-I School Dist may issue work certificates and is required to submit a copy of the work certificate to the superintendent of the Southwest Livingston Co. R-I School Dist. The superintendent may revoke the work certificate if he or she becomes aware of any grounds upon which the child may be deemed ineligible for a work certificate under existing law.

Requirements

District employees authorized to issue work certificates (authorized employees) will only issue work certificates if they are satisfied that the employment will serve the best interest of the child, and the authorized employee has received and approved the following:

1. Documentation for a work certificate that includes the written consent of the parent/guardian. The authorized employee may require the parent/guardian to first meet with the authorized employee.
2. A statement of intention to employ signed by the prospective employer setting forth the specific nature of the occupation in which the employer intends to employ the child and the exact hours of the day, the number of hours per day and the days per week during which the child is to be employed.
3. The child's birth certificate or other documentary evidence of age, as prescribed by the authorized employee.
4. A certificate of the principal of the school the child attends or has attended giving the grades received by the child. If a child is permanently excused from attending school under law, this requirement may be waived.
5. A certificate by a licensed physician stating that the child is capable of performing labor without injury, if required by the authorized employee in accordance with law.

A new work certificate may be issued to a student whose certificate has been returned by the employer to the authorized employee.

Work Certificates Issued to Residents Not Enrolled in the District

In accordance with law, the superintendent or persons authorized by the superintendent other than principals or principal designees may issue work certificates to children living in the district who are not students of the district. These children must supply the same documents the authorized employee requires for district students. Children who are home schooled or educated by a private tutor must receive work certificates from their primary education provider.

Cancellation

If an authorized employee is notified that a work certificate has been improperly granted or illegally used or that the child is being injured, or is likely to be injured, by the employment, the authorized employee will cancel the work certificate. The authorized employee will provide the child and the person employing the child written notice of the cancellation and the reasons for the cancellation.

State Notice and Recordkeeping

When issued, the authorized employee will send the work certificate directly to the employer. The authorized employee issuing a work certificate will send a copy of each work certificate issued and notice of the revocation or cancellation of any work certificate to the Missouri Department of Labor and Industrial Relations, in accordance with law.

Copies of work certificates issued and supporting documentation will be maintained in a district student's file. Work certificates returned by employers will be maintained in the district student's file along with documentation regarding cancellation or revocation of work certificates. If the superintendent or designee issues a work certificate for children residing in the district who are not students of the district, copies of the work certificate, supporting documentation and other relevant information will be maintained in the central office.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Revised:

Legal Refs: §§ 294.011 - .110, RSMo.

Southwest Livingston Co. R-I School Dist, Ludlow, Missouri

STUDENT RECORDS (K-12 Districts)

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

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

Definitions

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

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

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

Health Information

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

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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 unless a court order, statute or legally binding document prohibits such access. These rights transfer from the parent to the student once the student becomes an eligible student; however, under the Missouri Sunshine Law, parents maintain some rights to inspect student records even after a student turns 18. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified.

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

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

Directory Information

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

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

The school district designates the following items as directory information.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through,

for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date 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 coursework 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 for the purposes of encouraging membership or participation in the group or club; parents of other students enrolled in the same school as the student whose information is released when the release is for the purpose of facilitating communication between parents; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services for official governmental purposes:

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

The district may require a person or entity that requests limited directory information to certify in writing that the information will not be redisclosed without the prior written consent of the parent or eligible student.

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

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special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

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

Children's Division Access

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

Military and Higher Education Access

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

Volunteer Access

District staff will not allow volunteers to access student records unless the volunteer has completed a criminal background check and the district has determined that the volunteer should have access. A volunteer who has completed a criminal background check may access student education records only under the supervision of staff members and when necessary to assist the district.

Records Retention

The district shall retain all student records in accordance with applicable federal and state law, as well as the current version of the Missouri Secretary of State's Public School Records Retention Schedule and General Records Retention Schedule.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: BBFA, Board Member Conflict of Interest and Financial Disclosure
EFB, Free and Reduced-Price Food Service
EHB, Technology Usage
EHBC, Data Governance and Security
GBAD, Telework
GBCB, Staff Conduct
GBCBB, Protected Staff Communications
IGAB, Instructional Interventions
IGB, Accommodation of Students with Disabilities
IGBA, Special Education
IGBCB, Programs for Migratory Students
IGBE, Students in Foster Care
IGDB, Student Publications
IIAC, Instructional Media Centers/School Libraries
IL, Assessment Program
KB, Public Information Program
KDA, Custodial and Noncustodial Parents
KI, Public Solicitations/Advertising in District Facilities
KKB, Audio and Visual Recording
KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.020, .022, .115, .122 - .123, 168.133, 210.115, .865, 452.375 - .376,
589.664, 610.010 - .028, RSMo.
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
The Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7908
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 99
Oregon County R-VI School District v. LeMon, 739 S.W.2d 533 (Mo. Ct. App.
1987)

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