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## **STUDENTS**

## **Policy 2100**

### **Nondiscrimination and Student Rights**

The Board of Education reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

Board Adopted December 2010  
Board Reviewed August 20, 2015  
Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2110** **(Regulation 2110)**

### **Nondiscrimination and Student Rights**

#### **Equal Educational Opportunity**

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The District's programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and § 162.670 - .995 RSMo., Missouri Special Education Services. In addition, the identification of students with disabilities and the services provided by the District will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of The Education of the Handicapped Act, as amended. (See Policy and Regulation 6250 - Instruction for Students with Disabilities.)

Board Adopted August 20, 2015

Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2120**

### **Nondiscrimination and Student Rights**

#### **Students of Legal Age**

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement and reporting.

Board Adopted August 20, 2015

Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2130** **(Regulation 2130)** **(Form 2130)**

### **Nondiscrimination and Student Rights**

#### **Harassment**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

Board Adopted August 20, 2015  
Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2140**

### **Nondiscrimination and Student Rights**

#### **Marital, Parental Status of Students**

Students who are married, pregnant or who have given birth will be treated in a like manner as other students with respect to academic matters, student activities and other educational benefits provided by the District.

Board Adopted August 20, 2015

Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2150** **(Form 2150)**

### **Nondiscrimination and Student Rights**

#### **Searches by School Personnel**

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

Board Adopted August 20, 2015  
Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2160**

### **Nondiscrimination and Student Rights**

#### **Interviews, Interrogations and Removal From School**

##### **Interview or Interrogation**

The School District has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians.

##### **Removal of Students From School**

Before a student at school is arrested or taken into custody by a law enforcement or other legally authorized person, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school.

Board Adopted August 20, 2015  
Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2170** **(Regulation 2170)**

### **Nondiscrimination and Student Rights**

#### **Distribution of Noncurricular Publications by Students**

The District recognizes that student expression regarding a variety of topics may be beneficial to the District's educational mission. Discussion and debate regarding serious issues can engender tolerance for diverse viewpoints. The District, however, has the obligation to ensure that student expression is consistent with the District's educational mission. Accordingly, the District has adopted guidelines to regulate student expression in a manner consistent with the District's educational goals.

Board Adopted November 17, 2005  
Board Updated October 19, 2010  
Board Reviewed September 17, 2015  
Board Reviewed August 20, 2020

**STUDENTS****Policy 2180****Nondiscrimination and Student Rights****Pledge of Allegiance**

Schools shall ensure that the Pledge of Allegiance is recited at least once per school day. No student shall be required to recite the Pledge of Allegiance.

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Board Adopted October 20, 2016

Board Reviewed August 20, 2020

## **STUDENTS**

## **Policy 2200**

### **Admission and Withdrawal**

The admission and denial of admission of all students shall be under the direction of the Superintendent/Designee, subject to the approval of the Board of Education. All persons seeking admission to the District and its instructional programs must satisfactorily meet all residency, academic, age, immunization, health, safety and other eligibility prerequisites as established by Board policies, rules and regulations, and by law. Students entering the District will be required to present a birth certificate or some other acceptable proof of age along with proof of residency in the District, or a request for a waiver of the residency requirements unless the student is exempt from the residency requirements as set forth in District policies, rules and regulations and/or law.

Upon a request to enroll any student in the District, the Superintendent/Designee will request the student's previous school records along with any other relevant records as set forth in Regulation 2200 and state law. Any enrollment of a student prior to receipt of the student's previous discipline records will remain conditional until receipt of such records. A student will be allowed to attend school during conditional enrollment so long as the student does not violate the District's code of conduct or pose a threat of harm to students or employees of the District. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

Students who are entering kindergarten or first grade are encouraged to pre-register in the spring prior to the fall semester in which they are to begin attendance.

### **High School Students Residing in K-8 Districts**

The District will admit high school students from approved K-8 Districts in its county or adjoining counties. The District shall charge the sending K-8 Districts tuition for each such student. The cost of tuition will be calculated by the District's Board of Education, but in no case will tuition exceed the amount spent for teachers' wages, incidental purposes, debt service, maintenance and replacements divided by the District's average daily pupil attendance. Disputes involving the tuition charged will be resolved by the State Board of Education. The sending districts are required to provide transportation provided the receiving District has been approved by the K-8 District of pupil's residence.

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Board Adopted October 17, 2019

Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2210**

### **Admission and Withdrawal**

#### **Entrance Age**

##### **Entrance Age for Pre-Kindergarten Programs**

If the District chooses to maintain a pre-kindergarten program, the students must have reached the age of three (3) before August 1 of the school year beginning that calendar year to be eligible for admission.

##### **Entrance Age for Kindergarten**

To be admitted to kindergarten or to summer school prior to the student's regular term, a student must be five (5) years old before August 1st preceding entrance.

##### **Entrance Age for First Grade**

To be admitted to first grade a student must be six (6) years old before August 1st preceding entrance. However, students who have completed an accredited kindergarten program will be considered for enrollment in the first grade regardless of the August 1st cut-off date.

A birth certificate will be required as proof of age.

##### **Military Dependents**

Military dependents who have completed an accredited pre-kindergarten or kindergarten program in another state may enter kindergarten or first grade regardless of age. The District will facilitate the timely enrollment of children of military families and will ensure that they are not placed at a disadvantage due to difficulty in their transfer of education records from the previous school district(s) or variations in entrance legal requirements.

Board Approved September 18, 2014

Board Reviewed September 17, 2015

Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2220**

### **Admission and Withdrawal**

### **Compulsory Attendance Ages**

The Board of Education shall abide by the compulsory attendance laws of the state by requiring District resident students between the ages of seven and either seventeen years or successful completion of sixteen credits toward high school graduation, to attend school full time, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations. For purposes of this Policy, a completed credit toward high school graduation is defined as one hundred hours of instruction or more in a course.

Any student age seventeen 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 by the School District.

Board Approved January 21, 2010

Board Updated October 19, 2010

Board Reviewed November 18, 2010

Board Reviewed September 17, 2015

Board Reviewed September 17, 2020

## **STUDENTS**

**Policy 2230**  
**(Regulation 2230)**  
**(Form 2230)**

### **Admission and Withdrawal**

#### **Admission of Non-Tuition Students**

##### **Resident Students**

Resident students of the District, five to twenty-one (5-21) years of age, who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.), and are not barred from enrollment by provisions of the Safe Schools Act (See Policy and Regulation 2664) may attend District schools tuition free. Resident students must provide proof of residency in the District at the time of enrollment. To be a resident of the District, a student must both physically reside and be domiciled within District boundaries. The domicile of a minor child is the domicile of a parent, military guardian pursuant to a military issued guardianship, or court-appointed legal guardian. Where due to military stationing or deployment out-of-state of one or both of a child's parent(s), the child, a resident of Missouri, relocates to live with other family members that live in the District or lives in a military support community located in the District, the child may attend District schools. If the parents' active duty orders expire during the school year, the student will be permitted to finish the current school year at the District.

In addition, the District will provide tuition-free special education services to resident students who qualify for special education services between the ages of 3 and 21 as required by law.

##### **Students Entitled to Enroll Without Proof of Residency**

The residency provisions of this policy are not applicable to homeless students, inter-District court-ordered desegregation students, wards of the state placed in residential care facilities, students placed in a residential care facility due to a mental illness or developmental disability, students placed in a residential facility by a juvenile court, students with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's educational program, students attending regional or cooperative alternative education programs, students attending an alternative education program on a contractual basis, or students attending a school pursuant to R.S.Mo. § 167.151(2) or (4). The exemptions to the residency requirement are expressly established by state law and entitle such students to tuition-free school attendance. Additionally, a student may be partially exempt from the payment of tuition as set forth in Policy and Regulation 2240 and state law. For purposes of IDEA special education evaluation and provision of special education services a student attending a private school located within the District will be evaluated as a resident student.

### **Requests for Waiver of Proof of Residency Requirements**

Those students who are unable to satisfy the proof of residency requirements and who are not entitled to enroll as provided in the previous section of this Policy and state law may request a waiver of the proof of residency requirements. Upon filing a Request for Waiver of Proof of Residency (Form 2230.1) and satisfaction of all other enrollment requirements, the student will be conditionally enrolled and allowed to attend school pending a Board of Education hearing on the student's request unless there is reason to suspect that the admission of the pupil will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that the student poses an immediate danger, the Superintendent/Designee may convene a hearing within five working days of the request to register and determine whether or not the pupil may register. (See Policy and Regulation 2200, Regulation 2230 and Policy and Regulation 2664).

### **Students of Nonresident Teachers and Regular Employees**

Nonresident students of District teachers or regular District employees may be permitted to attend school without payment of tuition. Such students will be considered a "resident" student for purposes of state aid.

### **Remote Registration**

Parent(s) who are being relocated to Missouri pursuant to military orders will be permitted to enroll their students remotely. Proof of residence is not required at the time of registration, but will be required within ten (10) days of the student's registration.

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Board Adopted October 17, 2019  
Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2240** **(Regulation 2240)**

### **Admission and Withdrawal**

#### **Admission and Tuition - Nonresident Students**

Nonresident students may be permitted to attend the District schools upon payment of tuition provided the student is not barred from enrollment by provisions of the Safe Schools Act. (See Policy 2664.) Tuition rates will be determined annually by the Board of Education on the basis of the per-pupil cost for the preceding year including operation, maintenance, and debt service of the schools.

Within two (2) business days of enrollment in the District by state officials of a nonresident student pursuant to state statute, the Superintendent/designee will request the student's transfer and discipline records from all schools or facilities previously attended and from other state agencies and entities involved in the placement of the student within the twenty-four (24) month period preceding enrollment. The Superintendent/designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student. The student's transfer and discipline records will not be a part of the student's permanent record nor used as the sole basis for denying educational services to a pupil.

#### **Admission of Residents from Unaccredited School Districts**

In accordance with Missouri law and Board Regulation, the District will accept transfer students from school districts in its same or adjoining counties that are declared unaccredited by the state of Missouri.

Board Approved September 19, 2013

Board Reviewed September 17, 2015

Board Reviewed September 20, 2020

**Admission and Withdrawal****Transfer Students**

All students entering the District from other educational settings are required to submit evidence of their achievement in the last grade attended. Grade placement of a student may be adjusted on the basis of examination of the student's previous record, achievement tests administered, or other factors that the principal and staff believe are appropriate under the circumstances. A transcript of all entering secondary school students is required before enrollment can be completed. However, a student may be permitted to enroll temporarily until a full transcript is obtained.

**Transfers from Unaccredited Schools**

Parents/guardians should be advised that if they choose to transfer their student to the public school from an unaccredited school, the student will not be guaranteed comparable placement in the public schools. Students transferring will be assigned an appropriate grade level and class assignment based on their educational and developmental level as determined by the principal through assessment of student's age, educational experience, achievement tests and consultation with parent/guardian and personnel from the student's former school.

**Intradistrict Transfers**

The Superintendent may authorize the transfer of a student from one District school to another. Reasons for the transfer may include, but are not limited to:

1. Welfare of the student
2. Disciplinary concerns
3. Curriculum offerings
4. Special education placement
5. Parent/guardian custody
6. Relocation of residence
7. Student of a District employee
8. Transportation

The request for transfer may be initiated by the building principal and/or the parent/guardian. The request shall outline the reasons for the transfer, the positive and negative impact upon the student, and any differences of opinion about the transfer. A request for a student transfer will be submitted to the Superintendent.

Board Approved December 15, 2005

Board Reviewed November 18, 2010

Board Reviewed October 15, 2015

Board Reviewed September 17, 2020

## **STUDENTS**

**Policy 2250**  
**(Regulation 2250)**

### **Admission and Withdrawal**

#### **Admission of Exchange Students**

Resident foreign exchange students under the auspices of an organization or association accredited by the state and/or federal governments for that purpose may enroll in the School District, and shall have all the rights and privileges of a resident student during the period of enrollment. Those sponsoring agencies which comply with the standards for foreign student exchange programs as established by the U.S. Department of State are those which will be recognized by the District.

Board Approved December 15, 2005  
Board Reviewed November 18, 2010  
Board Reviewed October 15, 2015  
Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2255**

### **Admission and Withdrawal**

#### **Disabled Students**

The District will follow all state and federal laws, rules and regulations with regard to implementing its responsibilities to students who enroll in the District that have been previously identified as disabled under the Individuals with Disabilities Education Act, or Section 504 of the Rehabilitation Act.

Board Approved May 20, 2010

Board Reviewed October 15, 2015

Board Reviewed September 17, 2020



## **STUDENTS**

## **Policy 2260** **(Regulation 2260)**

### **Admission and Withdrawal**

### **Homeless Students**

The Board of Education is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless liaison. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship.

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Board Adopted December 15, 2005  
Board Reviewed November 18, 2010  
Board Reviewed October 16, 2015  
Board Updated February 15, 2018  
Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2270** **(Regulation 2270)**

### **Admission and Withdrawal**

### **Migrant Students**

The Board of Education is committed to the identification, needs assessment and enrollment of migrant students living within the District. The District's Coordinator of Programs for Homeless Students is also responsible for implementation and maintenance of the District's program for migrant students. (See also Policy 6274 – Instruction for Migrant Students.)

The Board of Education directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the District becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student.

The administration will develop written administrative procedures for ensuring that migrant students, once identified, receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children, the District will:

1. Screen students and assess the educational and related health and social needs of each student identified as migrant.
2. Provide a full range of services to migrant students, including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

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Board Reviewed November 18, 2010  
Board Reviewed October 15, 2015  
Board Updated March 16, 2017

Board Reviewed September 17, 2020

## **STUDENTS**

## **Policy 2280**

### **Admission and Withdrawal**

#### **Admission of Home Schooled Students**

Students who enroll in the District from a home-schooled status must meet residency requirements as stipulated in Policy 2230.

Grade placement will be determined by an administrative evaluation of records from the home-school setting and assessment of student's age, total educational experience, achievement tests administered at the time of District registration, and consultation with parents/guardians.

Board Approved December 15, 2005

Board Reviewed October 15, 2015

Board Reviewed October 15, 2020

**Admission and Withdrawal****Denial of Admission and Student Withdrawal from School****Denial of Admission**

A student who is conditionally enrolled pending a Waiver of the Proof of Residency Requirement hearing may be denied admission and barred from attending school after denial of the student's waiver request as provided in Regulation 2230 and state law.

A student may be denied admission based upon a previous disciplinary expulsion that would result in expulsion in the District or criminal conduct as provide in Policy and Regulation 2664 and state law.

A nonresident student who is not otherwise entitle to a free public education in the District, may be denied admission for any nondiscriminatory reason in accordance with District policies, regulations and rules and state and federal law.

**Administrative Removal of Student from Enrollment Not Resulting from Student Disciplinary Action**

Upon information that calls into question a student's entitlement to a free public education in the District, the Superintendent/Designee will attempt to contact the student's parent(s) or guardian and give him/her the opportunity to respond. If the Superintendent/Designee determines after this communication or attempted communication that the student is not entitled to a free public education in the District, the Superintendent/Designee will provide written notification of this determination to the parent(s)/guardian and will notify the parent(s)/guardian of the right to appeal this determination to the Board of Education. The student will not be removed from the District's enrollment and barred from school attendance until after the time period to appeal to the Board has expired or if the Superintendent/Designee's Determination is appealed, the Board has upheld the Superintendent/Designee's determination.

**Voluntary Student Withdrawal**

Students who voluntarily withdraw from school for any reason are required to notify the building principal and provide a specific reason for withdrawal.

Each building principal will submit a monthly report to the Superintendent concerning the identity and reason of each student withdrawing from school.

## **Requests to Transfer Student's Records to Another Public, Private or Charter School**

Building principals will respond within five (5) business days to requests by other schools for the records of students transferring from District schools. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts listed in Regulation 2673.

Board Approved September 18, 2014

Board Reviewed October 15, 2015

Board Reviewed October 15, 2020

## **STUDENTS**

## **Policy 2310** **(Regulation 2310)**

### **Attendance**

#### **Student Attendance**

The Board of Education believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

Board Approved January 19, 2006

Board Reviewed December 16, 2010

Board Reviewed November 19, 2015

Board Reviewed October 20, 2020

**Attendance****Student Attendance – Excused Absences**

In accordance with Missouri state law, the District recognizes that the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H programs, and organized competitions held as part of the Missouri state fair involve important education and learning processes and are beneficial to District students. Due to the nature of these organizations, students will occasionally need to miss school time in order to fully participate and benefit from the programs sponsored by these organizations. Accordingly, students who miss school time during the regular school day due to participation in officially sanctioned activities of the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H, and competitions held as part of the Missouri state fair, shall receive an excused absence and shall be considered to be attending regularly scheduled instruction during such times of absence.

If a leader of one of the above referenced organizations or the parent of a student participating in the Missouri state fair anticipates that a student will miss school time due to participation in an activity for such organization, the leader/parent shall let the building principal know with as much notice as possible prior to the event and receive his/her approval of the activity and for missed school time. Time missed by students participating in an activity of such programs shall be included in the district's calculation of average daily attendance as defined by Missouri law. Students who miss school time due to participation in an approved activity as set forth in this policy, will be expected to make up all school work missed during their absence.

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Board Adopted December 15, 2016

Board Reviewed October 15, 2020

## **STUDENTS**

**Policy 2320**  
**(Regulation 2320)**

### **Attendance**

#### **Part-Time Attendance**

Students may attend District schools on a part-time basis as provided by state law and regulations of the Board of Education.

Board Approved October 21, 2004

Board Update December 16, 2010

Board Reviewed November 19, 2015

Board Reviewed October 15, 2020

## **STUDENTS**

**Policy 2330**  
**(Regulation 2330)**

### **Attendance**

#### **Student Early Dismissal Procedures**

Students are to be released from school during school hours only with permission of the building principal/designee.

Early dismissal of a student may be approved only by the principal/designee. Normally requests for early dismissal must be in writing, signed and dated by a parent/guardian.

Board Approved July 11, 2005

Board Updated December 16, 2010

Board Reviewed November 19, 2015

Board Reviewed October 15, 2020

## **STUDENTS**

## **Policy 2340** **(Regulation 2340)**

### **Attendance**

#### **Truancy and Educational Neglect**

The Board of Education believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Division of Family Services when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Missouri Division of Family Services (DFS). The building principal shall inform the Superintendent/designee that a report has been made, and keep the Superintendent apprised of the status of the case.

Board Approved January 19, 2006  
Board Updated December 16, 2010  
Board Reviewed November 19, 2015  
Board Reviewed October 15, 2020

## **STUDENTS**

### **Student Educational Records**

## **Policy 2400** **(Regulation 2400)** **(Form 2400)**

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

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

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

Board Approved July 23, 2009  
Board Updated December 16, 2010  
Board Reviewed November 19, 2015

**STUDENTS****Policy 2410  
(Regulation 2410)****Student Educational Records****Health Information Records**

Except as otherwise required to comply with the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

Board Approved January 19, 2006

Board Updated December 16, 2010

Board Reviewed November 19, 2015

**Student Educational Records****Recording of Meetings**

The District prohibits the use of audio, video or other recording devices in any meetings between District employees and parents/guardians, including but not limited to meetings held pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Exceptions to this prohibition will be made on a case-by-case basis and in accordance with federal and state laws. If a parent or guardian wishes to request an exception to this general prohibition, he or she must make a written request to the organizer of the meeting no later than one week prior to the meeting. The request must state the reasons why the parent or guardian believes the District should make an exception and/or why he or she believes that the use of a recording device is necessary to comply with any applicable federal or state laws. The District will provide a written response to the request prior to the scheduled meeting.

Board Approved January 20, 2011

Board Reviewed November 19, 2015

Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2520** **(Regulation 2520)**

### **Student Academic Achievement**

#### **Promotion and Retention**

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

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

The process for reading assessments and remediation, and retention guidelines for students who fail to meet the District's objectives for reading, are contained in Regulation 2520 - Promotion and Retention.

Board Approved December 21, 2015  
Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2525** **(Regulation 2525)**

### **Student Academic Achievement**

#### **Graduation Requirements**

The minimum graduation requirements are as follows:

Communication Arts	4 units
Social Studies	3 units
Mathematics	3 units
Science	3 units
Fine Arts	1 unit
Practical Arts	1 unit
Physical Education	1 unit
Health Education	½ unit
Personal Finance	½ unit
Electives	8 units
Total	25 units

The District will accept courses offered through the Missouri Course Access & Virtual Instructional Program (MOCAP) as units of credit meeting state and local graduation requirements provided however the quantity and quality of completed student works meets standards applicable to the District's traditional program. (See Policy 6190 Virtual Education).

Eligible students as defined in Regulation 2525 may pursue a timely graduation from high school through the School Flex Program. Eligible students participating in the School Flex Program will be considered full-time students.

Board updated June 19, 2014

Board reviewed December 17, 2015

Board updated November 17, 2020

**Student Academic Achievement****Constitution and American Civics Tests**

As a condition of graduation, student must satisfactorily pass an examination on the principles and provisions of the United States and Missouri Constitutions, American History, American Institutions and American Civics. This requirement may be waived for any student transferring from a school outside the state if the student furnishes acceptable documentation of the student's successful completion of a course over comparable material.

The Civics examination will consist of one hundred questions similar to the one hundred question examination used by the United States for applicants for citizenship.

All students must pass an American Civics Test similar to the civics portion of the United States Naturalization Test, produced by the United States Citizenship and Immigration Services. The American Civics Test may be administered in conjunction with testing on the provisions and principles of the United States and Missouri Constitutions, American History and American Institutions.

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Board Adopted October 20, 2016

Board Reviewed November 17, 2020

**Student Academic Achievement****Graduation Requirements - Students with Disabilities**

The District must provide a free appropriate public education (FAPE) for students with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) until they graduate or until the student reaches twenty-one (21) years of age.

Students with disabilities pursuant to the IDEA who have completed four years of high school shall be allowed to participate in the graduation ceremony of the student's high school graduating class and all related activities if 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 the student's individualized education program team determines the student is making satisfactory progress toward the completion of the individual education program and participation in the graduation ceremony is determined appropriate.

The District shall provide timely and meaningful written notice to children with disabilities and their parents or guardians about the instant policy. [Notice of the District's policy shall be provided at the annual IEP meeting that occurs prior to the student's fourth year of high school.] The purpose of the notice is to inform parents and students about the policy and should not be confused with IDEA notices of action relating to the identification, evaluation, placement, or provision of FAPE.

This policy does not apply to non-IDEA students.

Board Approved May 20, 2010

Board Updated January 20, 2011

Board Reviewed December 17, 2015

Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2540.1**

### **Student Academic Achievement**

#### **Missouri Option Program**

A student who is at least six units of credit behind his or her class peers and meets the defined criteria can participate in the Missouri Option program.

**Students must participate in a minimum of 15 hours of academic instruction per week. Students must also be enrolled in other school-supervised instructional activities (career education courses, elective classes, work experience, etc.), which classifies the student as a full-time student.**

**The District will provide a level and quality of education that ensures the integrity of the Missouri Option Program and issue a high school diploma upon successful completion of the HiSet Assessments. In addition, Missouri Option students must take the required End-of-Course exams (EOCs) and pass all other required tests and/or training required of all graduates.**

Board Approved June 2006

Board Updated November 17, 2020

## **STUDENTS**

## **Policy 2540**

### **Student Academic Achievement**

#### **Early Graduation**

Graduation, with all attendant privileges, will be allowed any time after seven (7) semesters of attendance beginning with grade nine and attainment of all requirements as set by the state and the Worth County R-III School Board. In the Worth County R-III School District, students must have earned 24.5 units of credit as prescribed in the Student Handbook.

Early graduation should be part of a cooperative plan arrived at by students, their parent/guardian, and the school.

The above requirements may be modified in exceptional cases with approval of the Board of Education, upon recommendation of the Superintendent.

Board Adopted January 19, 2006

Board Updated January 20, 2011

Board Reviewed December 17, 2015

Board Reviewed November 17, 2020

**Student Academic Achievement****Dual Credit Scholarships**

The District may provide “dual credit” courses in conjunction with an accredited Missouri higher education institution. Such courses would be taught in a district high school by instructors possessing appropriate academic credentials. Eligible students participating in the program would be eligible to earn high school and college credit simultaneously.

Subject to state appropriation of funds, dual credit students may be eligible for a dual credit scholarship. Dual credit students would be eligible to receive up to fifty (50%) percent of the tuition cost paid by the student to enroll in a course offered by an approved dual credit provider. However, no student shall receive more than five hundred dollars (\$500.00) annually for all dual credit courses taken.

In order to be eligible to receive a dual credit scholarship a student must:

1. Be a United States citizen or permanent resident;
2. Be a Missouri resident;
3. Have a cumulative high school GPA of at least 2.5 on a four point scale.
4. Meet one or more of the following indicators of economic need:
  - a. Be eligible to be enrolled in a federal free or reduced lunch program; or
  - b. Reside in a foster home; be a ward of the State; or be homeless; or
  - c. Receive low income public assistance or live in federally subsidized public housing.

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Board Adopted October 20, 2016

Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2600**

### **Discipline**

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

Board Approved May 20, 2010

Board Updated January 20, 2011

Board Reviewed December 17, 2015

Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2610** **(Regulation 2610)**

### **Discipline**

#### **Misconduct and Disciplinary Consequences**

All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

Board Approved October 19, 2010

Board Reviewed December 17, 2015

Board Reviewed November 17, 2020

## **STUDENTS**

## **Policy 2620** **(Regulation 2620)**

### **Discipline**

#### **Firearms and Weapons in School**

The District recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The District will not tolerate the presence of firearms or weapons on the premises of our schools. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The District complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit the District from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Superintendent may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

Board Approved May 20, 2010

Board Update January 20, 2011

Board Reviewed December 17, 2015

Board Reviewed December 17, 2020

## **STUDENTS**

## **Policy 2630**

### **Discipline**

#### **Closed Campus**

With the safety and welfare of the students in mind, the Board of Education has closed all campuses during the school day. Permission to leave school will be granted only for valid reasons, and only with a written request signed by a parent/guardian. In emergency situations, a telephone call from a parent/guardian may suffice, with approval of the building principal.

Board Adopted February 16, 2006

Board Updated January 20, 2011

Board Reviewed January 21, 2016

Board Reviewed December 17, 2020

**Discipline****Student Use of Tobacco, Alcohol, Drugs and Vapor Products****Smoking**

The Board of Education believes that smoking; the use of any tobacco products; vapor products and substances appearing to be tobacco products are detrimental to the health and well-being of staff and students. This prohibition includes electronic cigarettes, vaping and similar objects used in conjunction with vaping. Therefore, the Board prohibits the use, sale, transfer and possession of tobacco products, vapor products, and substances appearing to be tobacco products or vapor products, i.e. e-cigarettes, vaping paraphernalia, at school and at school activities.

**Alcohol and Drug Use**

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct, as well as the possession of drug paraphernalia, is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20)(c)(iv), a student with a 504/ADA disability who is currently engaging in the illegal use of alcohol or drugs is not considered a student with a disability under those laws and the District, may take disciplinary action – to the same extent that disciplinary action is taken against nondisabled students – in relation to that use or possession of alcohol or drugs. In such cases, the due process procedures contained in the Section 504 regulations will not apply to protect those students. This provision does not apply to students who are identified as disabled under the Individuals with Disabilities Education Act. However, school personnel may remove an IDEA disabled student to an interim alternative educational setting for not more than 45 school days without regard to whether that student's behavior is a manifestation of his/her disability where that student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the District's jurisdiction. "Illegal drug," as it pertains to the discipline of IDEA students, means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority.

The determination of whether or not a student is under the influence of alcohol or a controlled substance is based upon a variety of information including but not limited to, physical appearances, speech patterns, and witnesses' statements. While not required, District administrators may request a student suspected of alcohol use to submit to a Breathalyzer. Conduct that includes possession of or use of alcohol or controlled substances as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

### **CBD Products**

Due to the lack of consistency in labeling related to the potency of many CBD and similar products; due to the lack of research into the long-term effects of these products; and due to the overriding concern for the health and safety of District students, CBD and similar products are prohibited on school premises and at school related activities. Penalties for violations of this policy will be consistent with the penalties for alcohol and drug possession.

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Board Adopted September 17, 2020

## **STUDENTS**

## **Policy 2641**

### **Discipline**

#### **Drug-Free Schools**

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). (See also Policy 6130 - Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

Board Adopted February 16, 2006

Board Updated January 20, 2011

Board Reviewed January 21, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

## **Policy 2650.1** **(Regulation 2650.1)** **(Form 2650.1)**

### **Discipline**

#### **Student Drug Testing**

The Board recognizes the importance of protecting the health and safety of students from the use of illegal drugs, performance-enhancing drugs and alcohol. The purpose of this policy is to help prevent substance abuse among students, to encourage treatment for students with substance abuse problems and to ensure that students have the opportunity to attend school and participate in activities in a fair, safe and healthy environment.

The superintendent or designee is directed to adopt procedures to carry out the intent of this policy and may contact the district's attorney for assistance in applying this policy. The district will use a laboratory certified by the U.S. Department of Health and Human Services.

#### **Random Drug Testing**

Participation in extracurricular activities and parking on school property are privileges and carry with it the responsibility to adhere to high standards of conduct, including refraining from the use of illegal drugs, performance-enhancing drugs and alcohol. To assist students in making healthy and safe choices, the district will conduct random drug testing of students in grades 7-12 as a condition of participation in covered activities. Covered activities are activities regulated by the Missouri State High School Activities Association (MSHSAA) and parking on school property, excluding all activities in which students receive an academic grade for participation. District employees shall not have the authority to waive the testing of any student selected using the random selection process.

Students who test positive or otherwise violate the screening process may be suspended or excluded from covered activities and/or may lose the privilege to park on school property. If the discipline policy of the Worth County R-III School District is violated with respect to drugs and alcohol, the student will be subject to the consequences of the discipline policy. The violation will also be counted as a violation of this policy.

A positive test through this random testing program will not result in suspension from school or academic sanctions. The district will not report results to law enforcement.

Board Adopted August 20, 2015  
Board Reviewed December 17, 2020

## **STUDENTS**

**Policy 2650**  
**(Form 2650)**

### **Discipline**

#### **Student Vehicle Use**

Building principals have the authority to regulate student use of automobiles at school. Use of school property for student parking purposes is a privilege that may be denied due to violation of District regulations and school policies. Student vehicles parked on District property are subject to search by school officials where there is reason to believe a vehicle contains materials prohibited by District regulations.

Board Adopted February 16, 2006

Board Updated March 17, 2011

Board Reviewed January 21, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

## **Policy 2651**

### **Discipline**

#### **Student Dress**

The Board of Education expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere within the School District. This expectation includes the school day and school sponsored extracurricular activities. The Board may require students to wear a school uniform.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted.

Board Adopted October 19, 2010

Board Updated March 17, 2011

Board Reviewed January 26, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

## **Policy 2652**

### **Discipline**

#### **Student Conduct on Buses**

The safety of students during their transportation to and from school is a responsibility which they and their parents/guardians share with the bus drivers and school officials. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year, and to new students upon enrollment.

Board Adopted February 16, 2006

Board Updated March 17, 2011

Board Reviewed January 21, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

## **Regulation 2653**

### **Discipline**

#### **Student Participation in Secret Organizations and Gangs**

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

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

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

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

Board Adopted July 11, 2005

Board Reviewed January 21, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

## **Policy 2654**

### **Discipline**

#### **Student Use and Care of School Property**

The Board of Education recognizes that acts of destruction, defacing, trespassing, burglary and theft of District property are contrary to the interests of students, staff and tax payers. The District officials will cooperate fully with all law enforcement agencies in the prevention of crimes against District property as well as in the prosecution of persons involved in such conduct.

The District will seek restitution from students and other persons who have damaged or destroyed District property. As permitted by law, the District will also seek restitution from the parent/guardian of children involved in such misconduct.

Board Adopted February 16, 2006

Board Updated March 17, 2011

Board Reviewed February 18, 2016

Board Reviewed December 17, 2020

## **STUDENTS**

**Policy 2655**  
**(Form 2655)**

### **Discipline**

#### **Bullying**

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict 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; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion, and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

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Board Adopted October 20, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

## **Policy 2660** **(Regulation 2660)**

### **Discipline**

### **Detention**

The provisions of a detention program for student violations of policies, rules and regulations shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. Detention is an assigned before-school and/or after-school period, during which student activity is closely monitored and severely restricted. Students are expected to be quiet during the entire detention period and to work exclusively on assigned tasks.

Board Adopted February 16, 2006

Board Updated March 17, 2011

Board Reviewed February 18, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

## **Policy 2661**

### **Discipline**

#### **In-School Suspension**

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities, but is not dismissed from the school setting. The principal/designee may assign students to the in-school suspension program for a reasonable and specified period of time.

Board Adopted February 16, 2006

Board Updated March 17, 2011

Board Reviewed February 19, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

### **Discipline**

#### **Suspension**

**Policy 2662**  
**(Regulation 2662)**  
**(Form 2662)**

*Suspension* refers to an exclusion from school for a specific period of time short of permanent exclusion. Building principals are authorized to suspend students for periods of time not to exceed ten (10) consecutive school days for violation of District regulations, and are authorized to impose additional suspensions of not more than 10 consecutive school days in the same school year for separate acts of misconduct. Building principals may also recommend extensions of suspension for periods of time up to 180 consecutive school days by the Superintendent. The Superintendent of schools may suspend students for periods up to 180 consecutive school days and recommend longer suspensions and expulsions to the Board of Education. Only the Board may impose suspensions in excess of 180 consecutive school days.

Board Adopted May 20, 2010

Board Updated March 17, 2011

Board Reviewed February 18, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

### **Discipline**

### **Expulsion**

**Policy 2663**  
**(Regulation 2663)**  
**(Form 2663)**

The term "expulsion" refers to permanent exclusion from school.

If a student consistently or grossly refuses to conform to school policies, rules and/or regulations, the Superintendent may recommend to the Board of Education that the student be expelled from school. Parent(s) (guardian(s)) may waive the right to a hearing for their student provided the student is under the age of eighteen (18) and provided the waiver is in writing.

Board Adopted July 23, 2009

Board Updated March 17, 2011

Board Updated February 18, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

**Policy 2664**  
**(Regulation 2664)**

### **Discipline**

#### **Enrollment or Return Following Suspension and/or Expulsion**

No student shall be readmitted, or permitted to enroll or otherwise attend school (except as may otherwise be required by law), following a suspension or expulsion from this or any other school until the District has conducted a conference to review the conduct that resulted in the expulsion or suspension, and any remedial actions needed to prevent any future occurrences of such or related conduct.

Board Adopted: February 16, 2006

Board Updated: March 17, 2011

Board Reviewed: March 17, 2016

Board Reviewed January 21, 2021

## **STUDENTS**

## **Policy 2670**

### **Discipline**

#### **Corporal Punishment: Authorized**

Corporal punishment should be used only after other methods have failed and when there is reason to believe it will be helpful in maintaining discipline or in the development of the student's character and power of self-control.

All instances of corporal punishment shall be witnessed by at least one other adult member of the school staff and will only be administered by a principal or other District administrator. The use of reasonable force for a District employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

Board Adopted October 19, 2010

Board Updated March 17, 2011

Board Reviewed March 17, 2016

## **STUDENTS**

## **Policy 2670**

### **Discipline**

#### **Corporal Punishment: Prohibited**

No person employed by or volunteering for the School District shall administer or cause to be administered corporal punishment upon a student attending District schools.

A staff member may, however, use reasonable restraint against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the School District.

Although corporal punishment is prohibited the use of reasonable force for a District employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

## **STUDENTS**

### **Discipline**

**Policy 2671**  
**(Regulation 2671)**  
**(Form 2671)**

### **Student Discipline Hearings**

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board of Education. This request will be addressed to the Superintendent who will review all matters concerning the suspension and refer the request for a Board hearing.

In conducting a discipline hearing the Board will carefully consider the information presented by the administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Board will be mindful of Board discipline policies in place, the effect of its decision upon the individual student, and the safety and welfare of District students and staff.

Board Adopted: February 16, 2006

Board Updated March 17, 2011

Board Reviewed March 17, 2016

## **STUDENTS**

## **Policy 2672** **(Regulation 2672)**

### **Discipline**

#### **Discipline of Students with Disabilities**

The obligation and the responsibility to attend school regularly and to comply with the District's discipline policies applies to all students. The District may discipline a student with a disability who has not complied with the District's discipline policies in a manner that is consistent with the District's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy.

Board Adopted May 20, 2010  
Board Update March 17, 2011  
Board Reviewed March 17, 2016

## **STUDENTS**

### **Discipline**

**Policy 2673**  
**(Regulation 2673)**  
**(Form 2673)**

### **Reporting of Violent Behavior**

The District requires school administrators to report acts of school violence to all teachers at the attendance area and other District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties, and who have a need to know. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. Violent behavior and the phrase acts of school violence are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities.

In addition the Superintendent/designee will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed in Regulation 2673, which are committed on school property, including school buses, or while involved in school activities.

Board Approved October 19, 2010

Board Updated March 17, 2011

Board Reviewed March 17, 2016

## **STUDENTS**

**Policy 2710**  
**(Regulation 2710)**

### **Student Welfare**

#### **Reporting Student Abuse**

The Board of Education believes that school staff members, school volunteers and school contractors, are in unique positions to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees, volunteers and school contractors making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee, volunteer or school contractor has a reasonable belief that a student has been or maybe subjected to abuse or neglect, such employee, volunteer or school contractor and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, volunteer or school contractor acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee and volunteer training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees and volunteers will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

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Board Adopted October 17, 2019

## **STUDENTS**

## **Policy 2720**

### **Work Certificate**

#### **Employment of Students**

The Superintendent of Schools will make provision for the issuance of work permits to students between the ages of fourteen (14) and sixteen (16). In addition, principals/designees and District employees holding a student service certificate and, who is authorized by the Superintendent, may issue work certificates to students who are attending their schools. Employees with authority to issue certificates may not issue a certificate to their own child.

Principals issuing work certificates will provide self-certification that the principal understands the legal requirements for issuing work certificates. The principal issuing a work certificate will submit a copy of each certificate and the certificate application to the Superintendent. The Superintendent may revoke a certificate issued by a principal if the Superintendent becomes aware of any grounds upon which the student may be ineligible for a work certificate.

Board Adopted October 19, 2010

Board Updated March 17, 2011

Board Reviewed March 17, 2016

## **STUDENTS**

## **Policy 2730**

### **Student Welfare**

#### **Supervision of Students**

Students are to be under supervision of the professional staff at all times during school hours and at school sponsored activities.

It is the responsibility of principals to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students are not to be left unsupervised during the school day whether in instructional areas or on the playground.

Board Adopted April 20, 2006  
Board Updated March 17, 2011  
Board Reviewed April 21, 2016

## **STUDENTS**

## **Policy 2740** **(Regulation 2740)**

### **Student Welfare**

### **Student Safety**

The District places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. (See also Regulation 2610 - Behavioral Expectations.) In addition and pursuant to the Every Student Succeeds Act, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another District school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The District will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee. Reportable offenses are set out in Regulation 2740.

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[Board Adopted April 20, 2006](#)

[Board Updated April 21, 2011](#)

[Board Reviewed April 21, 2016](#)

[Board Updated February 15, 2018](#)

**Student Welfare****Sexual Abuse Awareness Training**

Beginning in the 2020-21 school year and annually thereafter, The District will provide trauma-informed, developmentally-appropriate sexual abuse training to students in grades 6-12. Student training will include, but not be limited to:

1. Instruction in recognizing sexual abuse;
2. Instruction in reporting incidents of sexual abuse;
3. Instruction in actions that student-victims of sexual abuse can take to obtain assistance and intervention; and
4. Instruction in resources that are available to students affected by sexual abuse.

Prior to inception of the training, the District will notify parents/guardians of the training content and of the parents/guardians right to have their student excused from the training. Upon written request of the parent/guardian their student will be excused from the training.

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Board Adopted October 17, 2019

## **STUDENTS**

## **Policy 2745**

### **Student Welfare**

#### **Electronic Data Breach**

In the event of a breach of data that includes personal student information maintained in an electronic form, the District will send written notification of the breach to the student's parent/guardian. In addition, the District will also send notification of such breach to the Department of Elementary and Secondary Education and to the state auditor.

For purposes of this policy, student personal information shall mean:

1. Social Security Number
2. Credit Card Numbers
3. Driver's License Numbers
4. Medical Information
5. Health Insurance Information
6. Financial Account Information

Student personal information does not include information that is lawfully obtained from publically available sources or from federal state or local government records that are lawfully made available to the general public.

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Board Adopted October 18, 2018

## **STUDENTS**

## **Policy 2750** **(Regulation 2750)**

### **Student Welfare**

#### **Wellness**

The District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential. The goals of the District's wellness policy are as follows:

**1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.**

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high added fat, high added sugar, and low nutrient foods to support school programs.

**2. Support and promote proper dietary habits contributing to student's health status and academic performance.**

All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

**3. Provide more opportunities for students to engage in physical activity.**

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess. A goal of 150 minutes per week for elementary students, 225 minutes per week for middle school students, and 2 units for high school students during high school years.

**4. The District is committed to improve academic performance.**

Educators, administrators, parents, health practitioners, and communities should consider the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. To

ensure widespread understanding of the benefits to school environments where nutritious foods are provided and where students have an opportunity for physical activity, a public awareness campaign that highlights research demonstrating the positive relationship between good nutrition, physical activity, and capacity of students to develop and learn should be conducted.

**5. Establish and maintain a district-wide Nutrition & Physical Activity Advisory Council with the purposes of:**

- Developing guidance to this policy
- Monitoring the implementation of this policy
- Evaluating policy progress
- Serving as a resource to school sites
- Revising policy as necessary

Board Adopted April 20, 2006

Board Updated April 21, 2011

Board Reviewed April 21, 2016

## **STUDENTS**

## **Policy 2750-ADF** **(Regulation 2750-ADF)**

### **Student Welfare**

#### **District Wellness Program**

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

#### **Wellness Committee**

The district will establish a wellness committee that consists of at least one parent, student, nurse or other school health professional, physical education teacher, school food service representative, Board member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee.

Committee meeting dates and agendas will be posted on the district's website in advance of each meeting and advertised in a manner designed to reach students, staff and members of the community.

All wellness committee meeting agendas will include a public comment period in which students, staff and members of the community are encouraged to provide input on the district's wellness program. Meetings, records and votes of the wellness committee will adhere to the requirements of the Missouri Sunshine Law.

#### **Wellness Program Coordinators**

The Board designates the following individual(s) as wellness program coordinator(s): District Health Aide and Physical Education Teacher. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Wellness program coordinators are responsible for ensuring that each school in the district is in compliance with this policy.

## **Nutrition Guidelines**

The nutrition guidelines outlined in this section do not apply to food or beverages brought from home by students for consumption solely by the student or food or beverages created or used by students as part of the district's instructional program.

It is the policy of the Worth Co. R-III School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. These nutrition standards apply to all food and beverages sold to students, including those sold in vending machines, school stores and through district-sponsored fundraisers, unless an exemption applies. In addition, the Smart Snacks standards apply to all food and beverages provided, but not sold, to students outside the reimbursable school meals program during the school day. For the purposes of this policy, the school day is the time period from the midnight before to 30 minutes after the official school day.

## **Nutrition Promotion and Education**

The district will provide nutrition education aligned with the Missouri Learning Standards and Grade-Level Expectations (GLEs) in health and physical education in all grades. In addition, the district will disseminate nutrition messages and other nutrition-related materials received from the USDA to students, staff and the community through a variety of media and methods. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition education and promotion.

## **Physical Activity and Education**

The district will provide physical education and opportunities for physical activity aligned with the Missouri Learning Standards and GLEs in health and physical education in all grades. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address physical education and physical activity.

## **Other School-Based Activities**

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

## **Assessment**

The local wellness program will be assessed at least once every three years. The assessment will measure the district's level of compliance with implementing the local wellness program, including compliance levels in each of the district's schools; the extent to which the district's policy compares to model wellness policies; and a description of the progress made in attaining the goals of the program. Wellness program coordinators will report the results of assessments to the Board, and the

results of each assessment will be made available to the public on the district's website and by other appropriate means. The wellness program coordinators will make recommendations for modifications to the wellness policy in accordance with these assessments, and the Board will revise the wellness policy as it deems necessary based on these recommendations. Administrative procedures will be revised accordingly.

## Records

The wellness program coordinators will maintain records necessary to document compliance with law, including a copy of the policy; documentation of community involvement, including sign-in sheets or other documentation of the names of those who provided input to the committee; documentation of triennial assessments; and documentation that assessment findings were shared with the public.

\* \* \* \* \*

***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: ' ' 167.720, 610.010 - .030, RSMo.  
The Richard B. Russell National School Lunch Act, 42 U.S.C. ' ' 1751 - 1760  
National School Lunch Program, 7 C.F.R. Part 210

Worth Co. R-III School District, Grant City, Missouri

Board Adopted October 23, 2017

**STUDENTS****Policy 2755****Student Welfare****Cardiopulmonary/Heimlich Training**

Beginning no later than the 2017-18 school year, students will receive thirty (30) minutes of cardiopulmonary resuscitation instruction and training in the performance of the Heimlich maneuver or other first aid for choking. Students will receive this training at least once during the student's four years of high school. Instruction will be included in the District's existing health or physical education curriculum. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or §504 Plan.

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Board Adopted October 20, 2016

## **STUDENTS**

## **Policy 2760** **(Regulation 2760)** **(Form 2760)**

### **Student Welfare**

#### **Students in Foster Care**

The District is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate the Guidance Counselor to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with District policies, regulations and practices.

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

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

### **Transportation**

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

### **Dispute Resolution**

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

### **Level I**

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

If the appeal is submitted by email, the subject line should provide "Foster Care Appeal."

The appeal letter must be submitted within ten (10) weekdays of receiving the District's notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student's case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee's decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual's name, phone number and email address.

## **Level II**

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed "Foster Child Appeal" which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker's name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District's Level I decision.

The appeal letter must be submitted to the DESE contact person and the District's Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed "Foster Child Appeal." Documents submitted after the stated deadline will not be considered.

The State's decision will be made by a three person panel including the DESE foster care point of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

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## **STUDENTS**

**Policy 2760**  
**(Regulation 2760)**  
**(Form 2760)**

### **Student Welfare**

#### **Students in Foster Care**

The District is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate ~~{Select One: Director of Student Services, Guidance Counselor, etc.}~~ the Guidance Counselor to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with District policies, regulations and practices.

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

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

### **Transportation**

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

## **Dispute Resolution**

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

### **Level I**

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

If the appeal is submitted by email, the subject line should provide "Foster Care Appeal."

The appeal letter must be submitted within ten (10) weekdays of receiving the District's notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student's case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee's decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual's name, phone number and email address.

## **Level II**

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed "Foster Child Appeal" which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker's name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District's Level I decision.

The appeal letter must be submitted to the DESE contact person and the District's Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed "Foster Child Appeal." Documents submitted after the stated deadline will not be considered.

The State's decision will be made by a three person panel including the DESE foster care point of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

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Board Adopted August 16, 2012  
Board Reviewed April 21, 2016  
Board Updated February 15, 2018

**Student Welfare****Temporary Alternative Placement Agreements**

If a parent/guardian is temporarily unable to provide care or support for their child and if the child is not in imminent danger of death; serious bodily injury or being sexually abused; an adult relative and the parent/guardian of the child may enter into a Temporary Alternative Placement Agreement (“Agreement”) with Missouri’s Children’s Division.

The Agreement provides for a placement with an adult relative for a period of ninety (90) days. The adult relative shall make the day-to-day decisions for the child including educational, medical decisions, as well as enrollment in school for the term of the Agreement.

The adult caregiver (relative) is required to notify the District of the Agreement and is required to provide the District with a copy of the Agreement.

This provision will become effective only when the Children’s Division has prepared and disseminated Rules and Regulations governing such Agreements.

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Board Adopted

## **STUDENTS**

**Policy 2765**  
**(Regulation 2765)**

### **Student Welfare**

#### **Transfer of Care and Custody**

A parent or legal custodian of a student may execute a power of attorney transferring the care and custody of the student for a period of up to one year. The transfer of custody will not change or modify parental or legal rights contained in an existing court order or deprive parents of visitation. Parents or legal guardians may revoke the power of attorney at any time.

Parents or legal custodians who are members of the Armed Forces, including reserve components, the Commissioned Officer Corps of the National Oceanic and Atmospheric Administration (NOAA), the Public Health Services of the United States, Department of Health and Human Services detailed for duty with the United States Armed Forces, or who is required to enter or serve in the active military service of the United States, under a call or order of the President of the United States, or to serve on state active duty, may delegate care and custody of their student for a period of longer than one year if on active duty service. The delegation of care and custody may not exceed the term of active duty service plus thirty (30) days.

The delegation of care and custody will not alter or affect the District's residency requirements.

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Board Adopted October 18, 2018

**Student Welfare****Seclusion and Restraint****Purpose**

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

**Definitions:**

**“Authorized School Personnel”** means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

**“Assistive technology device”** means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

**“Aversive behavioral interventions”** means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. 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.

**“Behavior Intervention Plan (BIP)”** sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

**“Chemical restraint”** means the 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.

**“Emergency situation”** is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others. *[District option to also include “or destruction of school or another person’s 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, so as to determine the frequency, antecedent and response of the targeted behavior.

**“IEP”** means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

**“Isolation”** means the confinement of a student alone in an enclosed space without locking hardware.

**“Law enforcement officer”** means any public servant having both the power and duty to make arrests for violations of the laws of this state.

**“Locking hardware”** means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

**“Mechanical restraint”** means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of 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”** means 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”** means 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 or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

**“School personnel”** means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

**“Seclusion”** means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

**“Section 504 Plan”** means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

**“Time out”** means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

### **Use of Restrictive Behavioral Interventions:**

- **Time-Out**  
Nothing in this policy is intended to prohibit the use of time-out as defined in this section.
- **Seclusion**  
Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.
- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes [*District option to alter the time limit*] without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation, as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon, plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel, as defined in this policy.
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury;

- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

## **Communication and Training**

- **School Personnel Debriefing**

Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing 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 trauma 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.

- **Parental Notification**

Except as otherwise specified in a student's IEP or Section 504 plan:

- Following a situation involving the use of seclusion, isolation or restraint the parent or 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 or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
  - Date, time of day, location, duration, and description of the incident and de-escalation interventions.
  - Event(s) that led up to the incident.
  - Nature and extent of any injury to the student.
  - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.
- **Staff Training**

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

**Students with Disabilities**

The foregoing policy applies to all students. However, if the IEP team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

**Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions**

Districts shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions showing each of the following: when, reason for use, duration, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

**Applicability of this Policy**

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

Board Adopted January 20, 2011

Board Updated April 21, 2011

Board Reviewed April 21, 2016

**STUDENTS****Policy 2780****Student Welfare****Use of Tracking Devices**

District employees are prohibited from requiring students to use an identification device that uses radio frequency identification technology, or related technology to identify the student, to transmit information regarding the student, or to monitor or trace the location of the student.

Board Adopted April 21, 2016

## **STUDENTS**

### **Student Welfare**

#### **Student Suicide Awareness**

**Policy 2785**  
**(Regulation 2785)**  
**(Form 2785)**

This policy and the accompanying regulation reflects the District's commitment to maintaining a safe environment to protect the health, safety and welfare of students. The corresponding regulation for this policy outlines key protocol and procedures for this District in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo. This policy and corresponding regulation will go into effect no later than July 1, 2018.

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Board Adopted October 20, 2016  
Board Updated January 18, 2018

## **STUDENTS**

## **Policy 2810**

### **Student Services**

#### **Guidance and Counseling Services**

The District is committed fully to implement a guidance and counseling program that supports the academic, career, and personal/social development of all students, leading District students to successful transitions into post-secondary education and into the workforce. The District's guidance and counseling program is implemented with the services of fully certified school counselors supported by teachers, administrators, parents and students. The District guidance and counseling program is designed and implemented in a manner to be consistent with the standards of the Missouri Comprehensive Guidance and Counseling Program.

The content of the District's program, consistent with the Missouri Comprehensive Guidance and Counseling Program, is divided into three broad areas as follows:

#### **Academic Development (ACAD)**

1. Students will apply skills needed for achievement in school, both cognitive and affective.
2. Students will utilize skills necessary to successfully transition between educational levels.
3. Individual student learning plans will be developed and monitored throughout the students' District learning experience.

#### **Career Development**

1. Students will achieve life career goals through the consistent application of career exploration and planning skills.
2. Students will identify and locate information relevant to the "World of Work" and post-secondary training/education.
3. Students will achieve on-the-job success through the application of employment readiness skills.

#### **Personal/Social Development**

1. Students will achieve an understanding of themselves as individuals and as members of diverse local and global communities.
2. Students will interact with others in ways that manifest respect for individual and group differences.
3. Students will learn to apply personal safety skills and coping strategies.

#### **Identification of Critical Workforce Needs and Shortages**

1. Students will be given workforce needs and shortages information that will support students' career pathway decisions prepared by the State Board of Education and the Department of Economic Development by November 1 of each school year.

2. Information received through collaboration between the State Board and the Department of Economic Development will be disseminated to students by November 1 of each school year.

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Board Adopted August 16, 2012

Board Reviewed April 21, 2016

Board Updated October 18, 2018

**Student Services****Identification of At-Risk Students**

The District is committed to identifying students who are at-risk of not being ready for college-level work or not being ready for employment in entry-level career positions. It is essential that such identification occur early enough that our schools can intervene with academic counseling, career counseling, and other intervention services to enhance a student's readiness for post high school academic or employment opportunities.

**Identification**

Consistent with this District's commitment, at-risk students will be identified by at least their ninth grade year, including students who transfer into the District during ninth grade. In order to identify such at-risk students, District staff will utilize the following criteria:

1. Student performance in Mathematics and English on the eighth grade Missouri Assessment Program (MAP) tests.
2. The District will consider comparable statewide assessment performance for students transferring into ninth grade from outside of Missouri.
3. The District's reported rate of students taking remedial courses in basic academic subjects of English, Mathematics, and Reading during their initial year of college. In assessing this data, the District will rely on data submitted by the Department of Higher Education pursuant to § 173.750 RSMo.
4. The student's attendance rates.

While the above at-risk identifiers are mandatory, the District may consider additional criteria including, but not limited to, review of discipline record; performance more than one grade level below in Reading and/or Math; core subject middle school grades; academic assessment results; contents of Section 504 Plan; ACE score (Adverse Childhood Experience) of 5 or more or other relevant identifiers.

**Academic and Career Counseling**

When at-risk students are identified, the District will initiate academic and/or career counseling as soon as is practicable to enhance at-risk students' opportunity to graduate on-time, and to enhance their college and/or career readiness.

This policy may be appropriately waived for any student with a disability upon the recommendation of the student's Individualized Education Program (IEP) team.

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Board Adopted June 25, 2018

## **STUDENTS**

## **Policy 2815**

### **Student Services**

#### **Contact and Involvement with Outside Agencies**

The counseling staff, in consultation with other staff members, is responsible for reviewing students' academic progress as well as personal/social concerns. Where appropriate, the District will make contact with and/or put students and their parents/guardians in contact with outside agencies or professional resources. Where appropriate, the District will cooperate and assist other agencies or professional resources that become involved with students. Student information will not be provided to outside agencies or professional resources until the student's parents/guardians or the eligible student has signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of any services provided by the outside agency or professional resource is the sole responsibility of individual parents/guardians or eligible student.

Board Adopted September 13, 2013

Board Reviewed May 19, 2016

## **STUDENTS**

## **Policy 2820**

### **Student Services**

#### **Psychological Testing of Students**

Psychological tests administered to students by qualified District personnel or appropriate diagnostic agencies will ensure quality psychological services in the District, and will protect the educational rights, dignity and privacy of students and parents/guardians.

Psychological evaluations will be made only after informed and written consent of the student's parent/guardian is obtained. A conference will be held with the parent/guardian to review all test results and the student's specific educational needs in the educational program. Psychological data are only partial criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

All psychological services provided by the District or agencies contracted by the District will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services. (See also Policy 2815 - Assessments and Referrals to Outside Services.)

Board Adopted April 20, 2006

Board Updated April 21, 2011

Board Reviewed May 19, 2016

## **STUDENTS**

## **Policy 2825**

### **Student Services**

### **ACT Administration**

In two circumstances, students taking the ACT assessment will have the option to take the assessment in its regular configuration or the ACT Work Keys assessment. Students opting to take the ACT Work Keys assessment will do so within three (3) months before administration of the ACT assessment.

These assessment options will be available:

1. In any school year in which DESE directs a state-funded census administration of the ACT to any group of District students.
2. In any school year in which the District directs a District-funded administration to any group of District students.

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Board Adopted October 18, 2018

## **STUDENTS**

## **Policy 2830**

### **Student Services**

#### **Health Services**

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a District-wide student health services program. The health service staff will be responsible to their building principal and may also be responsible to a designated District administrator.

The District will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for the cost of their child's medical treatment.

Board Adopted January 20, 2011

Board Updated April 21, 2011

Board Reviewed May 19, 2016

## **STUDENTS**

**Policy 2835**  
**(Form 2835)**

### **Student Services**

#### **Consent to Medical Treatment and Educational Service**

As provided by statute, and as otherwise provided in Board Policy, the following individuals may consent to student medical treatment and educational services:

1. Parents
2. Student's legal guardian
3. Relative caregiver
4. Foster parent
5. Any person who under court order is authorized to give consent for a student

A "relative caregiver" is defined by statute as a competent adult (18 years of age or older) who is related to the student by blood, marriage or adoption, and who is not the parent. Relative caregivers are required to provide an affidavit attesting that the student lives with the relative caregiver and they are responsible for the care of the student. (See Form 2835).

A relative caregiver acting under the requirements of an affidavit may consent to medical treatment and educational services for a student who cannot otherwise legally consent, if the parent has delegated these responsibilities in writing, or after reasonable efforts, the consent of the parent cannot be obtained.

The consent of the relative caregiver will be revoked in the event the student's parent withdraws their authorization provided the parent's decision does not threaten the life, health or safety of the student. In addition, if the student ceases to live with the relative caregiver, the relative caregiver must immediately notify the District. Upon receipt of such notice, the relative caregiver can no longer consent to medical treatment or educational services.

A relative caregiver's affidavit is valid for one year from the date received by the District.

Board Adopted May 19, 2016

## **STUDENTS**

## **Policy 2840**

### **Student Services**

#### **Student Accident Insurance**

The Board of Education will provide the opportunity for parents/guardians, students and others to purchase student accident insurance on an annual basis. Each year the Administration will choose a provider offering group rates and will make the information available to District families.

Participation in any group plan is optional and arrangements for participation are the responsibility of the parents/guardians or students. However, all students are required to have insurance coverage before they are allowed to practice or compete in interscholastic athletics, cheerleading, pompon squads and similar groups.

Board Adopted April 20, 2006

Board updated April 21, 2011

Board Reviewed May 19, 2016

## **STUDENTS**

**Policy 2850**  
**(Regulation 2850)**  
**(Form 2850)**

### **Student Services**

#### **Inoculations of Students**

All students attending District schools are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with District immunization requirements will result in exclusion from school until proof of compliance is provided. Parents/guardians of homeless students are encouraged to submit proof of compliance as soon as possible.

The Superintendent shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending in the District, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

Upon written request, the District will notify the parents/guardians of pre-kindergarten students whether other pre-kindergarten students are attending school with an immunization exception. The identity of students for whom an immunization exception has been filed is confidential and will not be released except as required by law.

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Board Adopted April 20, 2006

Board Updated April 21, 2011

Board Updated November 19, 2015

Board Reviewed May 19, 2016

Board Updated January 18, 2018

## **STUDENTS**

## **Policy 2860** **(Regulation 2860)**

### **Student Services**

#### **Students with Communicable Diseases**

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Board of Education or its designee has determined, based upon medical evidence, that the student:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with District policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The District will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse.

Board Adopted June 15, 2006  
Board Updated May 17, 2011  
Board Reviewed May 19, 2016

## **STUDENTS**

### **Student Services**

## **Policy 2870** **(Regulation 2870)** **(Form 2870)**

### **Administering Medicines To Students**

It shall be the policy of the Board of Education that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule. The Board of Education recognizes that some students may require medication for chronic or short-term illness/injury during the school day to enable them to remain in school and participate in their education. Employees providing routine first aid according to District procedures will be immune from liability or disciplinary action. Similarly, trained employees will be immune from civil liability for administering cardiopulmonary resuscitation and other lifesaving methods in good faith and according to standard medical practices. The Board of Education also recognizes that the administration of medication may be required under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act to provide a free appropriate public education for identified as disabled under those laws.

Board Adopted January 20, 2011

Board Updated May 17, 2011

Board Reviewed June 21, 2016

**Student Services****Medical Marijuana**

The Board strives to honor families' private medical decisions while ensuring a learning environment free of disruption. To that goal, the District maintains a strict prohibition against the possession, use, sale and presence under the influence of prohibited substances, having adopted a Drug Free School Policy (*Policy 2641 – Drug Free Schools*) as well as a prohibition against Student Use of Tobacco, Alcohol and Drugs (*Policy 2640 - Student Use of Tobacco, Alcohol and Drugs*). The purpose of these policies and others is not primarily punitive to catch offenders, rather it is designed to provide a safe learning environment and to serve as a deterrence to drug use.

The State of Missouri has adopted a limited authorization of medical marijuana, as defined by state law and all applicable regulations (hereinafter “medical marijuana” or “drug”). Qualified individual students and employees are permitted the use of medical marijuana. The law does not authorize the use of medical marijuana on school premises, nor does it require or permit district employees to administer the drug to students.

Overall, the District restricts the administration of medications, including medical marijuana, unless administration cannot reasonably be accomplished outside of school hours. Administration of medical marijuana to qualified students shall be in accordance with this policy. Administration of all other prescription and nonprescription medications to students shall be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Under this policy, caregivers of qualified users of medical marijuana should administer the drug before or after school hours. Caregivers are advised to administer the drug as early in the morning as possible or after school in order to avoid safety issues at school.

**Administration at School**

In the limited circumstances that a qualified student must receive the drug at school, certain procedures as determined by the District must be followed. Among those procedures, the caregiver must provide the principal with the student's valid authorization to use medical marijuana and the parent must provide the principal with doctor's orders confirming that the drug must be administered during the school day. Where the principal is satisfied that all procedural requirements have been met, the principal will allow the caregiver to take the student off school grounds in order to administer the drug to a qualified student. Medical marijuana will not be stored at school. Following administration of the drug, the caregiver must return the student to school. At no times should any medical marijuana be on school grounds.

This procedure will be followed on school premises, on school transportation, and at school sponsored activities either within the District or outside the District. Violation of these procedures will result in the revocation of a qualified student's opportunity to receive the drug at school and disciplinary action.

Caregivers wishing to appeal a building level decision to limit use of medical marijuana at school may appeal the decision to the Superintendent. The Superintendent's decision will be final.

**Additional Parameters**

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or district property, a school bus or at a school-sponsored event to administer medical marijuana.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the District's federal funds are jeopardized by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event shall not be permitted.

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August 15, 2019

**Staff Services****Administering Opioid Antagonists**

NARCAN, also known as naloxone is a medication that can be used to block the effects of opioids. Properly used, it can be a lifesaver in cases of opioid overdose.

The District shall maintain NARCAN or other opioid antagonist at each school in locked, secure locations to be administered to any student or staff member reasonably believed to be having a drug overdose. School nurses and other school personnel expected to provide emergency care in drug overdose situations shall be trained. The school nurse or other trained school personnel may utilize the school's supply of NARCAN, or similar opioid antagonist to respond to a drug overdose.

The school district will notify the parents/guardians of any student to whom NARCAN or other opioid antagonist has been administered. Parents who choose not to have an opioid antagonist administered to their student(s) must notify the district in writing. However, if their student is reasonably believed to be experiencing a drug overdose, parents will be notified by the school nurse as expeditiously as possible. In such situations, local medical services will be notified.

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Board Adopted February 20, 2020

## **STUDENTS**

## **Policy 2875** **(Regulation 2875)**

### **Student Services**

#### **Student Allergy Prevention and Response**

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions in accordance with House Bill 922 (2009). 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.

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**

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 range from mild to life-threatening. Each school in the district will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

#### **Prevention**

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 504 Plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing 504 Plan or IHP/EAP will be disciplined, up to and including termination.

Staff members shall not use air fresheners, oils, candles, incense 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, which 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 annually trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

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, information on avoiding allergens, signs and symptoms of allergic reactions 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 be shared with students and others who do not have a legitimate educational interest in the information only to the extent 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 504 Plan or IHP/EAP, where applicable. Each building will maintain an adequate supply of epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

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Board Adopted January 20, 2011

Board Reviewed July 21, 2016

## **STUDENTS**

## **Policy 2880**

### **Student Services**

#### **Student Physical Examination**

The Board of Education may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The Board may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless state or federal law specifically mandates the examination to be the responsibility of the school.

#### **Vision Examinations**

Beginning July 1, 2008, students enrolling in kindergarten or first grade will be required to receive a vision examination from a state licensed optometrist or physician.

Beginning on July 1, 2008 and continuing through the 2011-12 school year, a trained District nurse or other qualified District employee will conduct eye screening exams for every student prior to the completion of first grade and will again screen before the completion of third grade. If a student fails an eye screening, the District will notify the parent/guardian of the results of the eye screening and will require the student to receive a complete eye exam from an optometrist or physician. Students will be excused from the eye screening examination if a student's parent/guardian submit a written objection to the exam addressed to the student's principal.

Board Adopted December 20, 2007

Board Updated May 17, 2011

Board Reviewed June 21, 2016

## **STUDENTS**

## **Policy 2890**

### **Student Services**

#### **Do Not Resuscitate (DNR) Orders**

The School District recognizes that some students have progressive medical conditions that may result in the students' death while present at school or school activities. The District appreciates the difficult medical and emotional decisions that must be made when families choose to limit resuscitative efforts for these students. Accordingly, the administration shall develop procedures for evaluating requests by a parent or guardian that the District honor a Do Not Resuscitate (DNR) order from a licensed physician.

At a minimum, the procedures will require an individualized evaluation of each request. The procedures will comply with federal and state law. A health care and resuscitation/non-resuscitation plan shall be developed for each request and shall include a determination regarding what if any resuscitation efforts are appropriate. Health care and resuscitation/non-resuscitation plans will be developed by a multidisciplinary team that shall include the student's parents or guardians and physician; appropriate school personnel (including but not limited to, the principal, counselor, and school nurse) and their consultants; and when appropriate, the student. This team will consider the best interests of the student.

The team will also address and plan for the effect of a student's sudden death on other students and staff in each school setting in which the student participates. Health care and resuscitation/non-resuscitation plans shall be reviewed regularly and have a specific limited duration. Such plans will be communicated to all school personnel who have a need to know in order to implement these plans. The administration shall coordinate with local emergency medical services to implement the plans.

Board Adopted June 15, 2006

Board Updated May 17, 2011

Board Reviewed June 21, 2016

## **STUDENTS**

## **Policy 2910** **(Regulation 2910)**

### **Activities and Athletics**

#### **Student Publications**

The Board of Education encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The Board of Education recognizes that freedom of speech and press bring corresponding responsibilities, therefore, in its inherent authority based on Missouri Public School Law, it designates the school principal as the Board's representative. The principal, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications.

The building principal/designee may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

Board Adopted June 15, 2006  
Board Updated May 17, 2011  
Board Reviewed June 21, 2016

## **STUDENTS**

**Policy 2920**  
**(Regulation 2920)**  
**(Form 2920)**

### **Activities and Athletics**

#### **Interscholastic Activities and Athletics**

The District provides opportunities for students to participate in interscholastic activities and athletics. The interscholastic programs should encourage participation by as many students as possible and should be carried on with the best interests of the students as the primary consideration. The programs are expected to be well organized and well conducted and to have a positive influence on the students and the community.

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those set out by the Missouri State High School Activities Association.

#### **Hazing**

Student hazing is inconsistent with the educational goals of the District and poses a significant risk to the physical and mental welfare of District students. Hazing of students, on or off District property, is prohibited and may result in suspension or expulsion from school and from activity/athletic participation.

Board Adopted July 23, 2009  
Board Updated May 17, 2011  
Board Reviewed June 21, 2016

## **STUDENTS**

**Policy 2921**  
**(Regulation 2921)**

### **Activities and Athletics**

#### **Participation by Non-Traditional Students**

Should the District elect to permit non-traditional students to participate in interscholastic activities, such students must qualify as bonafide students under MSHSAA regulations in order to participate in such activities.

Non-Traditional students may be considered bonafide under MSHSAA regulations under any of the following options:

##### **Option 1 – Transcribed Credits**

1. The student must be enrolled in a District high school although some courses/credits are taken off-campus, i.e. virtual, post-secondary, work study, etc; and
2. All credits attempted must appear on the student's high school transcript; and
3. All classes must be completed by the high school's close of semester in order to be considered counted toward activity eligibility.

##### **Option 2 – Seat Time plus Non-Transcribed Credits**

1. The student must be enrolled in a District High School and take a minimum of two (2) credit bearing seat time classes for a minimum of 1.0 units of credit at the high school; and
2. High School Administration must confirm after a full academic review that the student is further enrolled in courses outside of the high school, which bring the student up to full MSHSAA mandated credit requirements of 80%. The High School Administration will develop and submit to the Superintendent a written procedure to determine approval of outside courses/credits; as well as the procedures to determine success/credit confirmation for academic eligibility for the current and following semester. It is not necessary that such confirmed credits be placed on the student's transcript.
3. All classes must be completed by the high school's end of semester in order to be considered toward activity eligibility.

### **Change of Enrollment Status**

Any student whose enrollment status changes from being a non-bonafide activity eligible student to a bonafide activity eligible student will be considered a transfer student. As a transfer student, the student would be activity ineligible until a transfer of eligibility form is filed and an eligibility ruling rendered.

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Board Adopted January 18, 2018

## **STUDENTS**

### **Activities and Athletics**

#### **Concussions – Brain Injury**

**Policy 2930**  
**(Form 2930)**  
**(Form 2930.1)**  
**(Form 2930.2)**

Any District athlete suspected of sustaining a concussion or brain injury must be removed from practice and competition immediately and may not participate in contact athletic practice or competition for at least twenty-four (24) hours. Athletes suspected of sustaining concussion or brain injury will not be permitted to return to contact practice or competition until being evaluated by a licensed health care provider trained in the evaluation and management of concussions and receiving a written clearance from the provider to return to competition. (See Form 2930 - MSHSAA Concussion Return to Play Form). Information about concussions obtained from MSHSAA (Form 2930.2) or similar materials will be made available to all student athletes and to their parents/guardians.

Board Adopted August 16, 2012

Board Reviewed June 21, 2016

## **STUDENTS**

## **Policy 2940** **(Regulation 2940)**

### **Activities and Athletics**

#### **Student Group Use of School Facilities**

Pursuant to the Equal Access Act, District secondary schools will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time, and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the school. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered non-curricular.

Board Adopted June 15, 2006  
Board Updated May 17, 2011  
Board Reviewed June 21, 2016