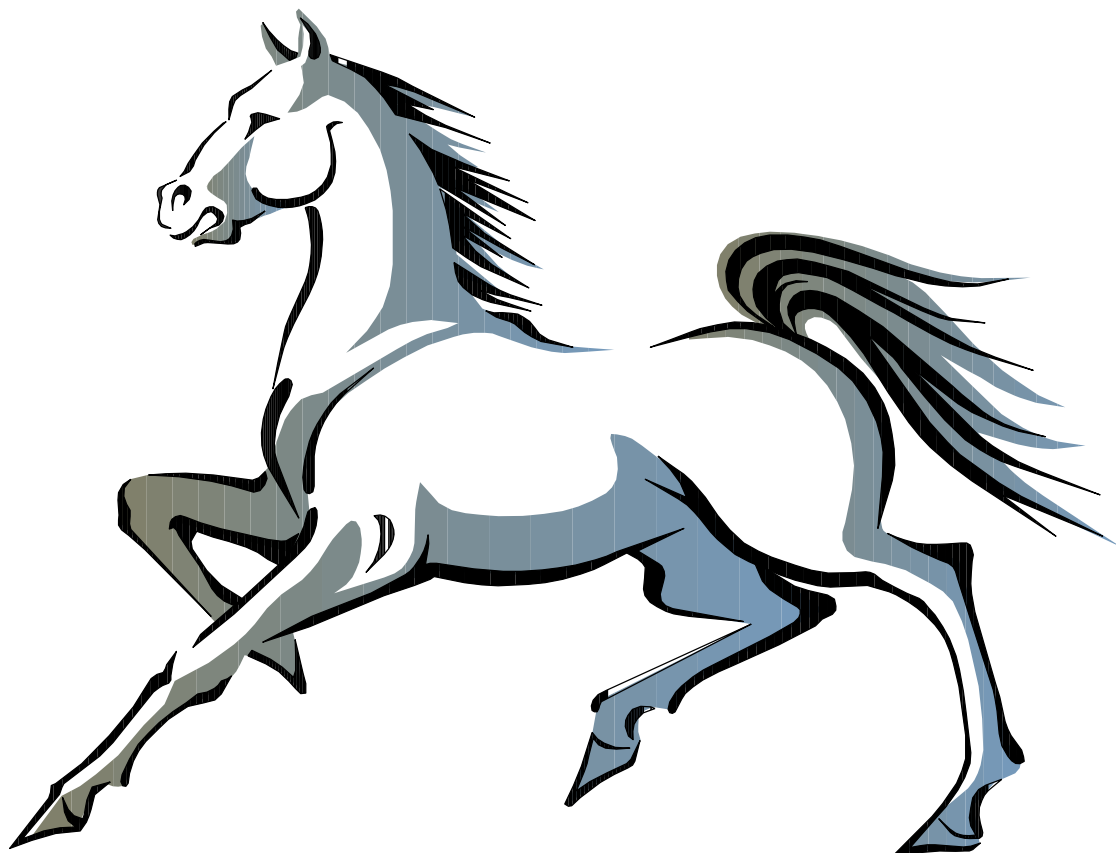


***2023-2024 Mustangs
Parent & Student Handbook***



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Green Forest R-2 School District

Board of Education

Amber Toman, President
Michael Jones, Vice-President
Wes Hampton, Treasurer
Kyle Case, Secretary
Jereme Patton, Member
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Superintendent

Conrad Prugh

Principal

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Administrative Assistant

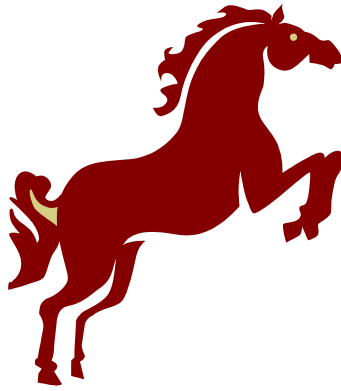
Marsha Gabel

Faculty

Julie Harris	Counselor
Christy Adamson	Nurse/Food Service Director
April Anderson	5 th Grade
Mary Ellen Arts	1 st Grade
Christine McConnell	Title I
Brooke Adams	Physical Education
Katie Triplett	Resource Room/Special Education Director
Kendra Schmitt	2 nd Grade
Katie Mahurin	8 th Grade/Technology
Kim McClanahan	Title I
Lexi Keith	3 rd Grade
Sally Hovey	4 th Grade
Becky Wilson	Music/Art/Librarian
Melissa McCarter	7 th Grade/Technology
Kerri Konkell	Kindergarten
Kathryn Boardman	6 th Grade
Cass Keene	7 th /8 th Instructor/Athletic Director

Our Motto

Creating a brighter tomorrow...one student at a time.



MUSTANG PLEDGE

***1. I WILL ALWAYS DO WHAT MY TEACHER
ASKS ME TO DO!***

2. I WILL ALWAYS TRY MY HARDEST!

3. I WILL FOLLOW ALL THE RULES!

4. I WILL SMILE A WHOLE BUNCH!

GREEN FOREST R-II SCHOOL DISTRICT

Dear Parents and Students:

We want to personally welcome you to the 2023-24 school year. We have high expectations for student achievement and behavior. It is important that our rules, standards, and procedures are understood. Our school believes that every student, regardless of race, color, national origin, ancestry, religion, socioeconomic status, sex, age, disabling condition, or other discriminatory category, should have an equal opportunity to participate in all educational programs and activities.

Schools are only effective when parents and schools work together for the benefit of each child. Order in a school setting must be maintained for learning to occur, and support from home helps to ensure that order. When your child is disciplined, or just needs help with something in school, please support the school. If you have any questions about what's going on with your child's education, please feel free to call and ask questions, or set up an appointment to talk with your child's teacher. It is only with your help and support that your child can meet their educational goals from year to year.

Most of the rules outlined in this handbook are designed to prevent injuries and accidents. Others are meant to assist children in getting along with one another. All the rules, however, are ultimately designed to protect the instructional time of each student so they can reach their full learning potential. Please review the following handbook together so everyone in your family can support our efforts to provide a positive learning environment at Green Forest R-II. **Please complete and sign the forms at the end of this handbook. Once the forms are completed, return them to school ASAP.**

In conclusion, we are truly looking forward to working with each one of you. We love to watch kids grow up and learn, and I know that with your help, great things can happen at Green Forest this year. If you have any questions or concerns, please feel free to come by and see me, set up an appointment to see me, or call me at 729-3902, 247-3113 or 247-0757.

Sincerely,
Conrad Prugh
Kriste Crocker

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Mission

It shall be the mission of Green Forest R-II School District to serve as a training ground for well-rounded lives. Our mission is to educate our students in academics, the arts, technology, physical fitness, and character building. It is our aim to partner with parents to raise complete, self-sufficient, and responsible human beings.

Green Forest Philosophy of Education

The Board of Education believes that each person should be accepted into the education program and provided with a stimulating environment and opportunities for learning experiences that are designed to help him or her make satisfactory adjustments to life.

In practical application of this philosophy, opportunities shall be provided to each person to: obtain an education, considering his/her personal interests, abilities, and needs; learn citizenship and democracy by emphasizing interest and participation in world and community problems; develop emotionally, morally, and socially so that he/she is increasingly able to cope with life's problems; develop a healthy body; develop cultural and aesthetic appreciation.

The ultimate purpose of education is to help each student become an effective citizen in a democracy, to develop self-sufficiency, accept the responsibilities and obligations of good citizenship, and prepare them to participate successfully in the world of tomorrow. We hope that students will participate in the varied activities within our school. This will help prepare students to live a better life and take their place in this complex technological society. Remember that a student's success in this school will be directly proportional to the student's efforts.

General School Rules

1. All parents and visitors must report to the office upon entering the building when dropping off or picking up children from school. Parents may pick their child up from the front office only. Parents must wear a visitor's badge while visiting their child's classroom or other parts of the building or school grounds.
2. Once a student arrives at school, he/she may not leave campus or playground during school hours without permission from the parent or teacher.
3. Breakfast begins at **7:30 A.M.** The doors to the school will open at that time. Students should not be dropped off before **7:30 A.M.**
4. Dismissal from school begins at **3:35 P.M.** Follow the signs in the driveway and parking lot to pick up your student from school if they are not riding the bus.
5. All students are expected to be respectful to all adults. This includes all personnel and all adults that enter the building.
6. Students are not to climb on playground fences and any student who purposely breaks, or damages school property will be expected to pay for any replacements or repairs that are necessary.
7. Teachers may establish rules they feel improve the learning environment and behavioral standards within their individual classrooms. All students will be expected to follow these established rules.

Surveillance

Surveillance cameras are always recording on all buses. There are also cameras throughout the building and grounds of the district that are always recording.

Office and Nurse

No student should be in the nurse's office or school office without a classroom teacher's directive. Emergencies do not apply. Except for students in the special education program, or those with Section 504 accommodation plans, the school is not obligated to supply or administer medication to children. The school realizes that some students require medication to enable them to remain in school and participate in their education. If your child takes daily medication for a specific medical diagnosis, or for a chronic or short-term illness, the medication sent should be clearly labeled with the student's name and show clear directions on its administration. If a student should miss a dose for any reason, the school nurse should be contacted immediately. If parents would like their child to be given Tylenol, Midol, or Motrin, the medication needs to be sent to school with the child's name on the bottle. The medication will be kept the entire school year and parents are required to pick up the medicine at the end of the school year. **If there are any questions, medication will not be administered until parent contact is made.**

Health

It shall be unlawful for any child to attend any public school in the state of Missouri while afflicted with any contagious or infectious disease, or while liable to transmit such disease after having been exposed to the same. The nurse, superintendent, or Board shall have the authority to determine the diseased condition and liability of transmitting such disease and shall also have the power to exclude such child from school. We should always have the correct address and telephone number of the student's home and parent's place of work in case the child becomes ill or is hurt at school.

State law requiring immunization of school children reads: "It is unlawful for any child to attend for longer than one month unless the child has been immunized against polio, diphtheria, measles, rubella, Hepatitis B, varicella, or unless exemptions have been signed by a physician or a parent-guardian and filed with the school." **New guidelines require students to have the Tdap and Meningitis immunizations before entering 8th grade. Students will have five days after the first day of school to be immunized or they will not be allowed to attend school. Students will need proof of immunization or proof of exemption to return to school.**

The best way to prevent the spread of illness in our school is for children to stay home when they are sick. Below is a list of the most commonly seen illnesses and the exclusion time from school required by the Green Forest District.

Fever - Any child with a temperature of 100 degrees or more is excluded from school. Children **must be fever free** for 24 hours without the use of fever-reducing medicine, BEFORE returning to school.

Vomiting and /or Diarrhea - Children with stomach viruses often do not have a fever. It is difficult to know whether a child's vomiting or diarrhea is caused by a virus, something they ate or some other reason; therefore, any child who vomits or has diarrhea is excluded from school. Children who vomit or have diarrhea should remain home until they have **not vomited or had diarrhea for a full 24 hours.**

Strep Throat - Children diagnosed with Strep Throat need to be on **antibiotic therapy for a full 24 hours** before returning to school. They must also be fever-free for a full 24 hours before returning to School.

Pink Eye - Children diagnosed with **Bacterial Conjunctivitis** need to be on antibiotic therapy for a full 24 hours **and have no purulent drainage from the eye** before returning to school.

Infectious Skin Conditions - Children must be on medical treatment prescribed by their physician for a full **24 hours** prior to returning to school. For open and or drainage lesions, exposed areas must remain covered while in school. A physician's note stating the condition is no longer contagious may be required by the school nurse in order for the student to return to school.

Be Prepared for Class

All students are expected to be on time for class. Students are expected to be sitting in their assigned seats when the final bell rings for a class to begin. All students are expected to have every assignment completed on time. Teachers may withhold privileges, such as recess or participation in special activities, for any late assignment, if they so choose. If completing assignments in a timely manner becomes a problem, the teacher will contact the parent for help in getting the matter resolved. If the matter is still not resolved, the student will receive disciplinary action at the discretion of the principal. Children unable to acquire pencils, paper, notebooks, etc. need to inform their teacher.

Attendance

Students will be permitted a maximum of 15 absences during the school year. Days of out-of-school suspension are counted as absences and accrue toward the 15 absence limit.

If a student is absent from school due to illness for more than four consecutive school days, the parent/guardian is requested to provide written verification from a physician regarding the reason for the absence. Such verification may be presented to the board in the event that an attendance waiver approved by the board is required at a later date.

Approved, school-sponsored, out-of-school activities (field trips, sporting events, etc.) will not be counted as absences for purposes of the excessive absence policy.

Procedures

Attendance in early grades is crucial to later academic development. In addition, attendance habits are formed in early grades, and many later attendance problems can be averted with intensive family and student interventions in early grades. For this reason, principals, with the assistance of building staff, will closely monitor student attendance and implement intervention strategies and other actions as follows:

1. When a student has accumulated five absences, the principal or designee will notify the parents/guardians in writing that the student has reached five absences. A copy of the district attendance policy and instructions on how to access the policy online will be included in the letter to the parent.
2. When a student has accumulated eight absences, the principal will schedule a conference with the parents at a time convenient for the parents. The purpose of this conference is to determine why the student is not attending school regularly; to examine the student's academic performance; to communicate district attendance expectations; to provide information about compulsory attendance laws and educational neglect; to elicit suggestions from family members about increasing the student's engagement with school; and to create an attendance plan that includes specific intervention strategies designed to improve the student's attendance.
3. When a student has accumulated twelve absences, the district will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the district will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor. The principal or designee will notify the parents that the student has accrued 12 absences. Such notification will include the waiver process and form.

4. When a student has accumulated more than fifteen absences, the parents/guardians and the student will be required to receive a waiver from the board of education. This waiver will require a letter addressed to the board of education that explains the absences with documentation. Excessive absences and completion of the waiver process will be a factor in determining whether the student may be retained or required to attend tutoring during non-instructional times as a condition of promotion.
5. When a student has accumulated 20 or more absences, the principal or designee will meet with parents/guardians and the student to create a tutoring schedule for the student outside of instructional time.

Notice and Make-Up Work

The parent/guardian of each student who is absent must notify the principal's office of the absence and the reason for the absence.

Credit for make-up work is permitted for all absences. A student who has a pre-planned absence should contact the office at least 1 week prior to the absence to allow school personnel to gather and provide work that will be missed prior to the absence. Work missed during a pre-arranged absence is due upon the student's return to school.

Work missed during all other absences must be completed within the number of school days equal to or less than the number of school days the student has been absent. For example, if the student is absent two days, then the student will have no more than two days to complete and turn in make-up work. Students who do not complete missed assignments in the required time may have their grade reduced by up to 50% and be required to attend academic support sessions outside of the regular school day.

Any conference may be waived by the principal if the absences were caused by a specific event or long-term illness. In cases where the district is aware that a student must be absent for an extended period of time, the district will arrange for the student to receive instruction by other appropriate means.

Any student may reduce accrued absences by attending make-up study or counseling sessions scheduled by the principal during noninstructional times. The student must notify the principal that he or she wishes to make up attendance days, and the principal will provide the student information on the next available session. Make-up sessions do not match the educational value of actual class attendance, so no student will be allowed to make up more than five (5) absences by attending make-up sessions.

The district will contact the CD or the local prosecutor in cases where the district has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents or that parents are in violation of the compulsory attendance law. No such action will be taken unless other strategies and interventions have been implemented and proven ineffective.

Grading System

Kindergarten and 1st grade use a standards-based grading system based on mastery of specific skills. Reports are sent home once each quarter. The grading system for grades 2-8 represent five levels of achievement. The levels are A (Superior), B (Above Average), C (Average), D (Below Average), F (Failing). Teachers will use pluses and minuses to establish the exact performance of students more accurately. At the teacher's discretion, a grade of pass/fail may be used in non-core subjects with administration approval. Report cards are issued every nine weeks, and progress reports will be sent home every three weeks. Both will reflect the above grading system. In addition, students are rated for their cooperation, preparation, attitude and working manner. Parent-teacher conferences are held during the

school year. Parents are urged to set up an appointment to come in and speak with the teachers concerning their child's grades and progress. Third through Eighth grade students may receive a reduction in grade for any assignment that is turned in late. Teachers may have assignments that are due on a specific date, and a late assignment may not be accepted.

Standards for Jr. High Accelerated Math

Green Forest offers an accelerated Math program for our seventh and eighth grade students. Students who maintain an A average during their sixth-grade math course or students who maintain a B average and pass a placement test, may take the pre-algebra course as a seventh grader. If the student maintains an A or B throughout their pre-algebra course and has a teacher recommendation, they may take Algebra 1 as an eighth grader. Placement in any math course at the Jr. High level will ultimately be determined by the teacher. Placement test and 6th grade math achievement are data points that may be considered.

Students in both pre-algebra and algebra 1 will have to maintain a C average or pre-algebra students will be placed back into basic math, and algebra 1 students will be placed back into pre-algebra. Students will be working a grade level ahead and what they achieve in that class will be placed on their grade card. There will not be any special considerations for honor roll purposes.

There is a lot of support academically for the students at Green Forest R-II. We feel each child will succeed in the class that has been selected for them. Each child, however, will need to work to their full potential and give their best effort academically.

Honor Roll

An honor roll will be published at the end of each nine (9) week grading period. This is not an average or point system. There is an all-A honor roll and a B honor roll. One C will be allowed on the B honor roll if a student has an A to bring the overall average up to a B. Special non-core classes (art, music, P.E. etc.), will be averaged into one grade for honor roll purposes. A grade of a D or F in **any** class will automatically disqualify a student from the honor roll.

8th Grade Top Student Awards

At 8th grade graduation, three top student awards will be given. Those awards will be Valedictorian, Salutatorian, and Historian. Each award will be based on the student's grades in all subjects taken during their 7th and 8th grade years of school. Music, Art, P.E., Computer Class, Library, and Counseling grades will be averaged as one grade. Each award will be based on each student's grade point average, and the highest percentage within their grade point average will determine the top three student awards listed above. All 4.0 students, based on 7th and 8th grade semester letter grades, will be given an award for their accomplishments at graduation, however, there will still only be three top students unless the percentages tie. For example, if there are 5 students with a 4.0 grade point average for their 7th and 8th grade school year, each student's total percentage within their grade average will be figured to determine the top three students. The Valedictorian will receive the award for having the highest percentage within the 4.0 grade point average, the Salutatorian will receive this award for having the second highest percentage within the 4.0 grade point average, and the Historian will receive this award for having the third highest percentage within the 4.0 grade point average. All five students would also then receive an award for carrying a 4.0 grade point average during their 7th and 8th grade years.

Retention/Promotion Policy

Students will be considered at-risk of failing if any of the following apply:

- Grades – K and 1st grade students must master 85% of the yearly objectives required for each grade. Students in 2nd grade who receive a D or F in reading, 3-8th grades who receive two or more F's in Core subject areas or 4 F's in non-core subject areas.
- Reading one or more grade levels below expectation. (i.e., Senate Bill 319) -- State law requires that all students who are reading below a third grade reading level according to the district's fourth grade reading assessment shall be retained if the student has not adequately improved by the end of summer. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.
- Poor Attendance – (see attendance policy)
- Inappropriate Maturity Level

The Counselor/and or Administrator reviews grades at mid-term and the end of each quarter. Students who are not working on grade level will be given the opportunity to receive additional educational assistance in the Title I program and/or after school tutoring. Parents will be made aware of any academic concerns at the end of first quarter at Parent/Teacher Conferences. Students who are still at risk of retention will have another parent conference scheduled at the end of third quarter. The parents will meet with the counselor and classroom teacher to decide the course of action for the best interest of the student. If an agreement cannot be met, the final decision will rest with the school administration.

Meal Information

Meals are furnished in the cafeteria. Kindergarten through second grade students will be provided an afternoon snack each day. Students who bring their lunch may purchase milk. On the first day of the school year, students will be given application forms for free and reduced lunches. The information should be completed promptly and returned to the classroom teachers. Breakfast and lunch prices will be published on free and reduced lunch applications and on the district website. Parents will be notified of eligibility. Students who do not qualify for free and reduced lunch based on the application will be required to pay for their meals. Breakfast and lunch prices will be published. Students may not accumulate more than \$40.00 of unpaid meal charges and will be provided an alternative meal once unpaid charges reach that level. Contact the office or Nurse Christy about adding money into your child's lunch account.

Holiday and Birthday Celebrations

Four celebrations occur in grades K-5 each year. These are on or near Halloween, Christmas, Valentine's Day, and Easter. Although the individual teacher decides how to organize the celebrations, parents may be asked to send healthy food and drinks for the class. Grades 6-8 have classroom celebrations at the discretion of the teacher. Please contact your child's teacher if you wish to bring treats for your child's birthday. **We would appreciate healthy treats but also require that they be individually packaged and bought from a store.**

Field Trips and Class Trips

Field trips and class trips are privileges, not rights. Students who cannot behave at school will not be allowed to go on field trips. **Any student who has received an out of school suspension, or has continuous discipline problems at school, will automatically be disqualified for field trips and class trips.** Students will be required to ride the bus to all school field trips. Students will also be required to ride the bus back to school if the buses return during school hours. Certain exceptions may be approved through the principal or classroom teacher. Parents or guardians must sign their child out with school personnel. Teachers will have the right to determine the number of chaperones that attend field trips.

Chaperones must drive their own vehicles due to limited space on the school buses. **Cell phones are prohibited on every field trip except the 8th grade end of the year trip.**

Ball Game Rules for Grade School and High School Students

1. Students are to remain in their seats during games.
2. Students who leave the building after they enter will have to pay to re-enter.
3. Do not litter. Use the trash cans.
4. Students who are unable to behave properly at any ball game whether home or away, may be prohibited from attending or participating in future events.

Playground Rules

1. Students in K-2 are not allowed to bring metal or wooden bats to school.
2. Students are to play only in approved areas.
3. Students should use the restroom and water fountain at the discretion of the teacher.
4. Students are expected to obey all safety rules concerning playground and equipment.
5. Students are to play only on age-appropriate equipment.
6. Students will not abuse the equipment or one another.
7. All students will listen to the assigned adult on duty and follow what they say.
8. Students are not allowed to climb on the fence.
9. All games will be played fairly, or the student will not be allowed to play.
10. No baseballs, skateboards, roller skates, or roller blades are allowed.
11. Inappropriate language will not be tolerated.
12. All objects such as rocks, wood chips etc. will not be thrown by anyone.

Gym Rules

1. There will be no black soles on the gym floor. All students are to wear inside gym shoes during PE when inside.
2. No chewing gum, food or drinks are allowed in the gym.
3. No running on the bleachers.
4. All students will stay off the stage unless the teacher directs them to go on it.
5. Gym equipment must be returned to its proper place after use. It is to be respected and used as intended.

Cafeteria Rules

1. Students should use the restroom before entering the cafeteria. Only in an emergency should a child need to leave for restroom purposes.
2. Students may visit in the lunch line while displaying good behavior. There will be NO hitting, pinching, pushing, kicking, shouting, or stepping on toes. If unsociable behavior takes place, the person doing so will be sent to the end of the line or be separated from the group.
3. Students are to go directly to their seat after being served. They will not be allowed to change seats. Students who bring their lunch from home do have access to microwaves. GLASS containers are not allowed.
4. While eating, students may visit with persons sitting on either side of them and persons directly across the table from them.
5. All students will visit in a quiet tone so that others will not be bothered or disturbed.
6. All students are expected to eat lunch as they have been advised by their parents. A decision to skip lunch and pocket the money is not permitted.
7. Trading lunches and food is not permitted.
8. Absolutely NO throwing of food will be permitted.
9. There will be NO playing with food (ketchup, mustard, etc.) or milk cartons.

10. Teachers are asked to accompany the class to the cafeteria however, they do not need to eat in the cafeteria.
11. Supervision in the cafeteria will be done by an assigned adult. Students are to obey their directives.
12. Upon dismissal, students are to empty their trays and place them on the counter. Care should be taken in emptying the tray and stacking it. Students will be dismissed from the cafeteria by the supervisor.

Textbooks

All basic texts are loaned to students for their use during the school year. Workbooks and other supplies are paid for by the school. Textbooks are to be kept clean and handled carefully. Students should be sure to write their names, grade, and school on the book label in case the book is replaced. Students will be required to pay for lost or damaged books.

Learning Media Center Services

The Learning Media Center (Library) will be opened at 7:40 A.M., and a library schedule will be posted at the beginning of the school year. You are encouraged to use the learning media center as often as possible. From time to time it may be desirable for a student to visit the learning media center during class time to do research. In such cases, the student should first get permission from the teacher and then, upon entering the learning media center, inform the librarian or aide about his/her need.

Speech and Counseling Services

Speech services are provided twice a week. Counseling services, which include classroom visits as well as personal sessions, are provided.

Announcements

The office prepares a monthly calendar that will come home. The school's webpage and app will also be used for announcements, along with all call phone system to call home for any important information. The intercom system will be used for urgent bulletins that cannot be handled in any other way. Classes will not be interrupted for routine announcements.

School Telephone

The school telephones are for business calls only. Parents should make any necessary plans with students before they leave home in the morning. Students are not called to the telephone except in the case of an emergency. A parent wishing to speak to a teacher should leave his/her number and the teacher will return you call as soon as possible.

Emergency Drills

Emergency drills are held at irregular intervals throughout the school year. These drills include fire, tornado, earthquake, and intruder drills.

1. All students will be instructed on the procedures of these drills before they occur, and what their responsibility is during the drills.
2. There are instructions posted in each room which indicate where students are to go and what they should do during the practice drills.
3. The teachers will explain exactly what students are to do during each drill situation, and students are expected to listen and follow this instruction without question. No unnecessary talking or

misbehavior will be allowed during these times.

4. Fire, tornado, intruder, and earthquake drills are very serious. They are preparations for life-threatening situations.

Assemblies

At all times, the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of the student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole.

Unacceptable conduct would include whistling, uncalled for clapping, boisterousness, booing, and talking during a program.

Recesses

All students are required to go outside during recesses except when the temperature is 32 degrees or below. If for some reason, such as sickness, a parent does not want his/her child outside on a specific day, a note should be sent with the child stating the reason why the child needs to stay inside.

Extra-Curricular Activities

Students must meet MSHSAA (Missouri State High School Athletics Association) requirements to be allowed to participate in the sports program. All grades incurred during the off season shall be counted for eligibility. During sports season, all grades will be averaged on a weekly basis. Students must maintain a "C" average and maintain a 60% or higher in every subject. Students will be ineligible for any extra-curricular activity if they have an "F" in any core subject (science, math, language, social studies, and literature) on their six- week progress or quarter report card. Failing grades, in art, music, library, physical education and health can also eliminate a student from extra-curricular activities. **Students must attend 3.5 hours during a school day to attend any extracurricular activity scheduled that evening unless the absence is arranged through the office.**

Students are to be picked up no later than 15 minutes after the designated time following a practice or school activity. Failure to do so could result in a loss of the next scheduled practice or game.

Green Forest R-II retains the right to enforce all student policies on students participating in Cooperative Sports Activities with Salem R-80.

Cheerleaders

Cheerleaders are chosen in the spring each year to lead cheering and encourage players the following year. Any seventh or eighth grade girl or boy who maintains the grade average required by the teaching staff is eligible to try out for cheerleader. Cheerleaders are chosen by the staff members and selected student representatives. Cheerleaders are to follow the rules that are given to them by the cheerleader sponsor and superintendent.

Use of Restrooms

Restrooms are located throughout the school for students use. Recesses are scheduled to provide an opportunity to go to the restroom during the school day. If a trip to the restroom is necessary at times other than recess or lunch, the teacher's permission must be received before a student may leave the room.

Restrooms are NOT a place to play. Any student caught destroying property, stuffing paper towels in the sinks or toilets, writing on the walls, or vandalizing in any way, will be dealt with severely and will be expected to pay for the damages incurred.

Dress Code

The board of education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests. All dress code procedures will adhere to health and safety codes and comply with applicable law. **Dress that materially disrupts the educational environment will be prohibited.** No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable. The same dress code rules may be applied during extracurricular activities.
Students must keep undergarments always covered.

Cell Phones and Other Electronic Devices

Cell phones are to be turned in to the office when the student arrives at school. The student will be provided a space on the shelf in the office for their phone to be placed each day. Students may pick up their phone upon dismissal of school at the end of the day. Disciplinary action will be taken against any student who fails to turn their phone into the office each morning. All other electronic devices must be kept in the student's backpack and are only allowed on the bus to and from school. Parents/guardians may be required to pick the device up from school if rules for devices are not followed. The school district is not responsible for damages or loss of any personal electronic device. We provide access to necessary devices at school. It is best for all cell phones or other personal electronic devices to be left at home.

Transportation

Green Forest School operates five bus routes. The buses are in good operating condition and are inspected annually by the Missouri Highway Patrol and daily by each driver. The bus drivers are hired by the Board and drive the buses over routes which are laid out by the Board and the superintendent. Also, the routes are approved by the Transportation Section of the State Department of Education.

Students who come to school on the bus should return home on the bus unless they have a note from the parents. Students riding the bus are to go immediately to the buses when dismissed from school in the afternoon.

Only those students scheduled to ride a bus are to ride the school buses. Any child going home with another child must have a note from their parent giving permission (unless other arrangements are made through the principal). Riding the school bus is a privilege. **Improper conduct on the buses may result in that privilege being denied (See the Discipline Code). Parents must receive permission from the bus driver to board a school bus.**

1. Observe the same conduct as in the classroom. For your own safety, do not distract the bus driver through misbehavior.
2. Be courteous; use no profane language.
3. Eating and/or drinking on the bus is prohibited. Glass containers are forbidden.
4. Keep the bus clean.
5. Cooperate with the driver and follow his/her directions. The bus driver is authorized to assign seats and suspend riding privileges.
6. Items prohibited at school will not be permitted on the bus, including tobacco, drugs etc.
7. Knives or other weapons are forbidden.
8. Do not be destructive.
9. Stay in your seat while bus is in motion. Keep head, hands, feet, and legs inside the bus.
10. Aerosols of any kind are not to be used on the school bus.
11. Cell phones, I-Pods, and gaming systems may only be used at the discretion of the driver.

Property Damage

Our school and equipment have been built and maintained at taxpayer expense. Students who destroy or vandalize school property will be required to pay for losses or damages. We now have phones in every classroom for the safety of every child. Students are not to use, or touch, any phone without permission from an adult in the building. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediately. See Discipline Code for other consequences of this behavior.

Safe Schools Act

The Safe Schools Legislation House Bills Nos. 1301 and 1298 were signed by Governor Carnahan and became effective August 28, 1996. The entire piece of legislation may be seen in the administrative office. Following are excerpts from the legislation:

"Acts of school violence" or "violent behavior" are defined as the exertion of physical force by student with intent to do serious bodily harm to another person while on school property, including a school bus, or while involved in school activities.

A student who brings a weapon to school may be suspended for one year or expelled at the discretion of the administration. The term "weapon" shall be defined as blackjack, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, knife, knuckles, machine gun, rifle, shotgun, spring gun, or projectile weapon.

The following felonies must be reported to a law enforcement agency: first- and second-degree murder, kidnapping, assault, forcible rape, forcible sodomy, first- and second-degree burglary, robbery, distribution of drugs, distribution of drugs to a minor, first degree arson, voluntary manslaughter, involuntary manslaughter, sexual assault, felonious restraint, property damage, or possession of a weapon.

Other issues covered in the Safe Schools Legislation include disabled students, removal of threatening students, re-admittance of suspended or expelled students, expunging disciplinary records, school bus permits, and residency.

Green Forest Student Discipline Policy

Green Forest R-2 is committed to providing an environment free from intimidating, hostile or offensive behavior, verbal or physical misconduct or communication constituting sexual harassment. Every student is expected to obey the rules and regulations of the school, to attend punctually and regularly, to obey directions of the teachers, and to be studious and respectful of everyone-- fellow students, teachers, and school staff.

In most cases, teachers address behaviors without involving other personnel. Younger children are inexperienced in a structured instructional setting. Therefore, the most appropriate approach is to establish and maintain appropriate behaviors with methods less structured than those outlined for older students. Older students have experienced a structured school setting and are familiar with expectations and appropriate behavior. Therefore, more will be expected from students as they mature. Classroom teachers must establish appropriate expectations for the entire class at the beginning of the school year. This provides the appropriate setting for instruction. While the classroom teacher will handle many of the minor infractions, in the event of chronic or serious misbehavior the district's discipline referral process will be used and the principal will become visibly and personally involved.

The Green Forest School Disciplinary Policy has been written with several things in mind. Our policy has been developed with behaviorally sound principles aimed at creating an optimal learning environment. We must consider individual needs as well as group and school-wide concerns. Secondly, the Missouri

Safe Schools Act adopted by the Missouri Assembly and effective August 28, 1996, has directed Missouri public schools to adopt specific legal guidelines in our school policies. Each school must “clearly establish [a] written discipline policy” that is “distributed to a parent/legal guardian” of all students “at the beginning of each school year.” Third, the federal act known as the Individuals with Disabilities Education Act (IDEA) gives specific guidelines on the discipline of individuals with disabilities.

Discipline Enforcement Definitions

No group can function without accepted rules of order. Written rules and common sense are needed to further the school’s educational goals. In general, these are possible penalties and the definitions of each penalty:

A Parent Conference is preferably held in person with the student’s parent or guardian during the teacher’s preparation/conference hour or before or after school. Other arrangements during the school day may be made if a parent lets the teacher or principal know in advance. Letters or telephone conferences may be held if parents are unable to personally attend.

Withdrawal of Privileges may include denial of hall passes, attendance at assemblies, school activities, use of technology resources, etc. It may also include being restricted to an assigned area.

Detention refers to disciplinary action during recesses. Students will report to an assigned room under staff or teacher supervision for the entire length of the recess. Teachers will determine how many recesses are to be taken for discipline situations.

In School Suspension (ISS) is an area located in the school where a student will work away from the rest of the student body. This location is most often times a desk in either the main office or the counselor’s office. It will not be used as a means of providing a place for a student to complete homework or late assignments.

Counseling or Professional Evaluation may be required by a student to diagnose and assist in helping the student contribute to a positive, safe school environment.

Out of School Suspension (OSS) is the most serious disciplinary action that can be taken by a principal/superintendent. During OSS, students are not allowed to be at a school, at school activities, or be on school property (except for scheduled conferences with parents and principal). Suspension interrupted by bad weather will be resumed when school resumes.

Expulsion from school requires action by the Board of Education. When a student is expelled, he is dropped from the roles and may never return.

Corporal Punishment, as a measure of correction or of maintaining discipline and order in schools, is permitted. However, it shall be used only when all other alternative means of discipline have failed, and then only in a reasonable form and upon the recommendation of the principal. If found necessary, it should be administered only by swatting the buttocks with a paddle. When it becomes necessary to use corporal punishment, it shall be administered so that there can be no chance of bodily injury or harm. Striking a student on the head or face is not permitted.

A staff member may use reasonable physical force 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.

Discipline Code

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

Reporting to Law Enforcement

It is the policy of the Green Forest R-II School District to report all crimes occurring on district property to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

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

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. In addition, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school, if appropriate.

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

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.

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

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

Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences **as appropriate for the age level of students** in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Academic Dishonesty – Cheating on tests, assignments, projects, or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources, or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

First Offense:	No credit for the work, grade reduction, or replacement assignment, parent contact.
Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities, parent contact.

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

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

Assault

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
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Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
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2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.
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Bullying and Cyberbullying (see Board policy JFCF) – Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.

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

Bus or Transportation Misconduct (see Board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

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

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (see Board policies JFCH and JHCD)

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

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

2. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances, or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances, or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

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

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

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

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment, or causing the evacuation or closure of district property.

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

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

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

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

First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
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Subsequent Offense:	Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
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Harassment, including Sexual Harassment (see Board policy AC)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

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

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

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

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

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

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

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

Nuisance Items – Possession or use of toys, games, MP3 players and other electronic devices (other than mobile phones) that are not authorized for educational purposes.

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

Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

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

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

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

Sexual Activity – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

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

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP)

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

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

2. Using, displaying, or turning on pagers, phones, personal digital assistants, personal laptops, or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast, or lunch.

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Violations of Board policy EHB and procedure EHB-AP other than those listed in (1) or (2) above.

First Offense:	Restitution. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of Board policy KKB.

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

Theft – Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

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

Tobacco

1. Possession of any tobacco products on district property, district transportation or at any district activity.

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

2. Use of any tobacco products on district property, district transportation or at any district activity.

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

Truancy or Tardiness (see Board policy JED and procedure JED-API) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

First Offense:	Principal/Student conference, detention, or 1-3 days in-school suspension.
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Subsequent Offense:	Detention or 3-10 days in-school suspension, and removal from extracurricular activities.
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Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

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

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff, or students.

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

Weapons (see Board policy JFCJ)

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

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

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

First Offense:	One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

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

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

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Interrogations, Interviews and Searches

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 such as, are subject to periodic inspection without notice. 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. Personal searches, and searches of student property, shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, and never in front of other students. Students shall not be required to undress, although they may be asked to empty pockets, or remove jackets, coats, shoes, and other articles of exterior clothing for examination if reasonable under the circumstances.

There are many situations where school employees will meet with individual students. School counselors meet with students to discuss academics and personal issues, teachers often discuss academic performance with students, and school officials meet with students when investigating disciplinary violations. These conversations are an essential part of the educational process. The district will NOT honor requests by parents/guardians to be informed prior to these discussions, be present during the discussions or prohibit conversations between a student and staff member. (See Board Policy JFGA)

Law enforcement officials shall be contacted if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods, or evidence of a crime beneath his or her clothing and the student refuses to surrender such articles. Law enforcement officials may be contacted 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.

Bullying

General

To promote a safe learning environment for all students, the Green Forest R-II School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

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

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

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

Designated Officials -The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion. The district compliance officer appointed in policy AC will serve as the districtwide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying - School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim, and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident. Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee. If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation - Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment, or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director. The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's anti-bullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law. If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy. The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences - Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate. Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity. District employees and substitutes who violate this policy will

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

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

Training and Education - The district's anti-bullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing, and responding to incidents of bullying. The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include but are not limited to assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers, or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend. In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying. School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:
 - a. Cultivating the student's self-worth and self-esteem.
 - b. Teaching the student to defend him- or herself assertively and effectively without violence.
 - c. Helping the student develop social skills.
 - d. Encouraging the student to develop an internal locus of control.

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

Reading Instruction

The Green Forest R-II School District teaches the following concepts to enhance the reading levels of each child at the elementary level:

- Phonemic Awareness – The ability to hear and manipulate sounds.
- Phonics – The ability to sound out words.
- Writing Activities – The ability to use vocabulary properly.
- Independent Reading – The ability to read independently.
- Strategic Reading – The ability to comprehend and understand what was read.

The above concepts are taught and enriched daily using the following methods.

- Textbook and workbook instruction.
- Independent and classroom reading activities.
- Independent and classroom writing activities.
- Scholastic Reading program.
- Individual reading assessments.

Dyslexia Screening

At the beginning of the school year, we will screen all students in 1st, 2nd, and 3rd grades to identify

students who may be at risk for the reading disability of dyslexia as required by Missouri state statute. These students will be screened three times per year (beginning, middle, and end of the year). Children in kindergarten will be screened in the middle of the year and the end of the year. Dyslexia refers to difficulty with accurate word recognition, spelling, and decoding strategies. Students whose results show that they might be at risk for dyslexia will receive supports and accommodations in their classroom and intervention instruction in the Title I ELA (English Language Arts) classroom. Parents will receive notification of whether their child is at risk for dyslexia or not at risk. If your child is in 4th-8th grades and you would like him/her to be screened for dyslexia, please let us know. If you have any questions, concerns, or comments, please contact Ms. McClanahan. **NOTE:** Screening will not result in a diagnosis of dyslexia.

Suggested Strategies to Help your Child Study at Home

- Cooperate with the school to make homework effective.
- Provide children with suitable study conditions.
- Reserve a time for homework without the T.V. and other distractions.
- Encourage children but avoid undue pressure. Urge them to spend adequate time on each subject.
- Show interest in what children are doing but do not do the work for them.
- Understand that the school expects homework to be completed and returned.
- Try to help your child understand each assignment.
- Help your child form the habit of using a certain time and place for study.
- Study conditions should be quiet and include good lighting and ventilation.
- Have necessary materials at hand.
- Help them develop the skill of working independently.
- **Provide at least 20 minutes of uninterrupted reading time every evening for your child.** Research has shown this alone can show dramatic results in raising reading levels.

Green Forest R-II Assessment Plan

The Board of Education supports the establishment of the district's local assessment plan as an indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes; data driven decision making in regard to curriculum, assessment, instruction, and programs; teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test-taking skills; increased public awareness of student achievement and how the plan would be reviewed in the future

The district's local assessment plan includes all components as specified in the sixth cycle MSIP Standard 1. In compliance to the standard, the district's local assessment plan includes; a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used; guidelines for including students with special needs into the state of district-wide assessment programs; a description of how and in what subjects the district is assessing the Missouri Learning Standards which are not assessed by MAP; guidelines for staff development in relation to state and local assessment; guidelines for teaching test-taking strategies; a test security policy.

The district's local assessment plan includes two additional components. One component addresses motivation of students to do well on state and district tests. The inclusion of the component provides some sense of direction for possible ways and means of motivating students. The second added component is a written record of decisions made because of data review and analysis. It is the feeling of the district; the anecdotal accounting of the use of data will ensure that decision-making is the result of careful and purposeful data analysis.

All students are expected to participate in every district and state test given at their grade level.

Bell Schedule

- 7:30 The doors open. Breakfast eaters go the cafeteria. Others go to their classroom.
- 8:00 The first bell rings.
- 8:05 The tardy bell rings. Students must be in their seats when the bell rings. Pledge of Allegiance is completed.

MORNING RECESS FOR K-4 WILL BE SCHEDULED BY THE CLASSROOM TEACHER.

- 11:00-11:45 K-2 lunch/recess recess begins at 11:20
- 11:30-12:15 3-5 lunch/recess recess begins at 11:50
- 12:00-12:40 6-8 lunch/recess recess begins at 12:20
- 1:30-2:00 K-2 Afternoon Recess
- 2:05-2:30 3rd and 4th Afternoon Recess
- 3:35 Dismissal Bell/Students are dismissed to their buses.

Green Forest R-II Assurance Statement

The Green Forest R-II school district assures that it will provide a free, appropriate public education to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and young children with developmental delay.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one that reside in the district. This information is treated as confidential. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact the school office at 729-3902 during business hours.

Public Notice

Nondiscrimination Statement

Green Forest R-II School District

The Green Forest R-2 School District complies with all federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1974, and the American Disabilities Act (ADA). It is the policy of the school district that no person, on the basis of race, color, national origin, sex, age, or handicap, shall be discriminated against in employment, educational programs and activities or admissions. Inquiries or complaints concerning the Green Forest R-2 School District's compliance with the regulations implementing Title II, Title VI, Title IX, Section 504, or the American Disabilities Act (ADA), may be directed to the district Coordinator of these programs: Conrad Prugh, Superintendent, Green Forest R-2 School District, 6111 Hwy F, Salem Mo. 65560. The office phone number is 573-729-3902.

Asbestos

Green Forest R-2 School was inspected for the presence of asbestos and an asbestos management plan was developed in October 1987. Three-year re-inspections have been performed on a regular basis. The District Asbestos Management Plan is available for public viewing in the office of the superintendent. Green Forest School was re-inspected on June 30, 2006. Modifications and changes in items noted in the original inspection are included in the plan.

Collecting, Disclosing, or Using Information for Marketing -- KI

In general, the district will not collect, disclose, or use personal student information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose. The Missouri Sunshine Law may require districts to release information collected for other purposes, such as enrollment, if that information was designated as "Directory Information" and parents and students were properly notified. The district has no control over how this information will be used once released, but parents may notify the district in writing if they do not wish to have directory information released to third parties in accordance with policy JO-R.

In the rare case where the district may collect information from students for the purpose of marketing or selling that information, the district will directly notify the parents at least annually at the beginning of the school year of the specific or approximate dates when such information will be collected. Parents, upon request, may inspect any instrument used to collect personal information for the purpose of marketing or selling that information before the instrument is administered or distributed to a student. All parents and students of appropriate age may decline to provide the information requested.

This portion of the policy does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, to the extent allowed by laws and Board policy, such as the following: college, postsecondary, or military recruitment; book clubs, magazines, and programs providing access to low-cost literary products; curriculum and instructional materials used by elementary and secondary schools; tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments; sale by students of products or services to raise funds for school-related or education-related activities; and student recognition programs.

Missouri Department of Education Every Student Succeeds Act of 2015(ESSA) Complaint Procedures

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015(ESSA).

1. What is a complaint? - For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
2. Who may file a complaint? - Any individual or organization may file a complaint.
3. How can a complaint be filed? - Complaints can be filed with the LEA or with the Department.
4. How will a complaint filed with the LEA be investigated? - Complaints filed with the LEA are to be investigated and attempted to be resolved according to locally developed and adopted procedures.
5. What happens if a complaint is not resolved at the local level (LEA)? - A complaint not resolved at the local level may be appealed to the Department
6. How can a complaint be filed with the Department? - A complaint filed with the Department must be a written, signed statement that includes:
 - a. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department
 - b. The facts on which the statement is based, and the specific requirement allegedly violated.
7. How will a complaint filed with the Department be investigated? – The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.
 - a. The following activities will occur in the investigation:
 - i. Record. A written record of the investigation will be kept.
 - ii. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
 - iii. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
 - iv. Report by LEA. Within thirty-five days of the complaint being filed, the LEA, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
 - v. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
 - vi. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to private school children handled differently? – In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Departments’ resolution of the complaint (or its failure to resolve the complaint).
9. How will appeals to the Department be investigated? - The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.
10. What happens if a complaint is not resolved at the state level (the Department)? - The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Directory Information

“Directory Information” is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as “Directory Information:” student’s name; parent’s name; date and place of birth, grade level, bus assignment; enrollment status; participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards received; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would not be considered harmful or an invasion of privacy.

The district shall annually notify parents of students currently in attendance and eligible students currently in attendance of the “Directory Information” the district will release. Parents or eligible students will have ten (10) school days after the annual public notice to view the student’s “Directory Information” and to provide notice in writing to the school district that they choose to not have this information or any portion of the “Directory Information” released. Unless notified to the contrary in writing within the ten (10) school-day period, the school district may disclose any of those items designated “Directory Information” without the parent’s or eligible student’s prior written consent including in print and electronic publications of the school district.

“Directory Information” is considered a “public record” that must be released by the district to any person who requests it under the Missouri Sunshine Law.

The district is required to release the student’s name, address, and telephone listing to military recruiters and institutions of higher education upon request. Parents or eligible students may request that the district not release this information, and the district will comply with the request.

District Accountability Report Card

The district provides an accountability report card to any household with a student enrolled in the district. DESE provides districts with a form for reporting the required information. This report card is available from the Internet, on the district website, or upon request.

Emergency Plans/Safety Drills - EBC

The superintendent has the responsibility for developing and maintaining the district’s emergency preparedness plans and emergency drill schedules. Emergency preparedness drills (fire, severe weather,

tornado, bus evacuation, bomb threat, lockdown, shelter-in-place, evacuation, or civil emergency) will be developed by the superintendent in cooperation with the building principals. A sufficient number of drills will be conducted in each building to give instruction and practice in proper actions by staff and students. The decision to call for and execute drills will be the responsibility of the superintendent and/or the building principal. The district will cooperate and coordinate drills with other community agencies such as the fire department, law enforcement officials, emergency medical services, and local emergency planning committees.

Students and staff members may be retained for safety reasons at the school buildings or another safe place during actual emergency conditions. Parents/Guardians are urged not to come to the school premises to pick up their children. Buses will not be made available for transportation until authorized by the superintendent or designee. During actual emergency conditions, civil defense vehicles, ambulances, firefighting units, law enforcement, and other authorized vehicles will have priority in the vicinity of the schools.

Disaster Plans

It shall be the responsibility of the superintendent/ building principal, in cooperation with the appropriate emergency preparedness officials, to determine shelter areas in the school building which are best suited for the protection of students from severe storms, tornadoes or situations involving a civil defense emergency. The procedures to be followed in these situations shall be posted near the door in each classroom. School will not be dismissed during tornado warnings or civil defense alerts.

Fire Safety Procedures

It shall be the responsibility of the superintendent/ building principal, in cooperation with appropriate fire department officials, to prepare a fire drill emergency exit plan for the school building. The plan should permit pupils to leave the building safely and without delay. An exit plan will be posted near the door in each classroom. Instruction in fire drills shall be given early in the school year, and drills shall be held regularly throughout the year.

Human Sexuality Curriculum - IGAEB

Pursuant to requirements of state law, if the district chooses to use any course materials and instruction relating to human sexuality and sexually transmitted diseases the materials and instruction shall be medically and factually accurate. The law also requires that the materials and instruction, if used, shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;
2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis, and other sexually transmitted diseases;
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases;
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;
5. Teach skills of conflict management, personal responsibility and positive self-esteem through

discussion and role-playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for oneself and others. Students shall be taught not to make unwanted physical and verbal sexual advances of otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure;

6. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of chapter 566, RSMo., pertaining to statutory rape.

Students may be separated by gender for human sexuality instruction. The Board shall determine the specific content of the district's instruction in human sexuality, in accordance with the requirements of state law. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

Nondiscrimination and Anti-Harassment - AC

As a political subdivision, employer, recipient of federal funds and educational institution, the Board of Education is prohibited from, and hereby declares a policy against, engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, religion, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities and with regard to employment. The Board is an equal opportunity employer.

Maternal or paternal status shall not affect the rights and privileges of district students to receive an education. Those students are eligible to participate in all activities and receive all honors the same as any other students enrolled in the school district.

To ensure that these obligations are met, the Board designates the following individual to act as the district's nondiscrimination laws compliance coordinator, who shall also be the appointee for all laws specifically mandating such an appointment, and who shall have the duty of keeping the superintendent informed of the state of compliance with this policy district-wide:

Superintendent
Green Forest R-2 School District
6111 Hwy F
Salem, MO 65560
Phone (573)729-3902

Programs for Homeless Students - IGBCA

The Green Forest R-2 School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

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

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

2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

The Board designates the following individual to act as the district's homeless coordinator and patrons may contact the coordinator for additional information.

Counselor
Green Forest R-2 School District
6111 Hwy F
Salem, MO 65560
Phone (573)729-3902

School Cancellation/Early Dismissal

In the event that school should be cancelled, or an unscheduled early dismissal is necessary, local radio stations are notified as well as Springfield television stations. This information will also be posted on the school website at www.gfr2.k12.mo.us and pushed out via the Green Forest app and all call system.

Student Records

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
 - a. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.
 - a. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - b. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
 - c. Upon request, the School discloses education records without consent to officials of

- another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Salem R-80 School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4065

Surveying, Analyzing, or Evaluating Students - JHDA

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term 'instructional material' does not include academic tests or academic assessments.

In general, the district will not collect, disclose, or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education shall be required to submit to a survey, analysis or evaluation (hereafter referred to as 'protected information survey') that reveals any of the following information without written consent of a parent: political affiliations or beliefs of the student or parent; mental or psychological problems of the student or family; sex behavior and attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations or beliefs of the student or parent; and income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Parent Right to Know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

1. Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether your child is provided services by paraprofessionals and, if so, their qualifications.
5. In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:
6. Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
7. Timely notice that your student has been assigned, or has been taught for 4 or more consecutive

weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Technology Usage – EHB

The Green Forest R-II School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources – Technologies, devices and services used to access, process, store or communicate information. This definition includes but is not limited to computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the district by a third party.

User – Any person who is permitted by the district to utilize any portion of the district's technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID) – Any identifier that would allow a user access to the district's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password – A unique word, phrase or combination of alphabetic, numeric, and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district's technology resources may be used by authorized students, employees, School Board members and other persons approved by the superintendent or designee, such as consultants, legal counsel, and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

Use of the district's technology resources is a privilege, not a right. No potential user will be given an ID, password, or other access to district technology if he or she is considered a security risk by the superintendent or designee.

User Privacy - A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic

communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received, or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored, or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops, and tablets.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change, or exchange hardware or other technology between buildings, classrooms, or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system, or enter any system at any time.

Content Filtering and Monitoring - The district will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for a non-student user for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

Online Safety, Security and Confidentiality - In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All students will be instructed on safety and security issues, including appropriate online behavior and the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum - The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention - Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the *Public School District Records Retention Manual* as well as the *General Records Retention Manual* published by the Missouri Secretary of State.

In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal, or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures - Use of technology resources in a disruptive, inappropriate, or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

Damages - All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement - The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondelivered, mis deliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

Technology Usage

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

Employee Users - No employee will be given access to the district's technology resources unless the employee agrees to follow the district's User Agreement prior to accessing or using the district's technology resources. Authorized employees may use the district's technology resources for reasonable, incidental personal purposes as long as the use does not violate any provision of district policies or procedures, hinder the use of the district's technology resources for the benefit of its students or waste district resources. Any use that jeopardizes the safety, security or usefulness of the district's technology resources or interferes with the effective and professional performance of the employee's job is considered unreasonable. Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print or disseminate information using district technology resources that students or other users could not access, view, display, store, print or disseminate.

External Users - Consultants, legal counsel, independent contractors, and other persons having business with the district may be granted user privileges at the discretion of the superintendent or designee after consenting to the district's User Agreement and for the sole, limited purpose of conducting business with the school. External users must abide by all laws, district policies and procedures.

General Technology Rules and Responsibilities

The following rules and responsibilities will apply to all users of the district's technology resources:

1. Applying for a user ID under false pretenses or using another person's ID or password is prohibited.
2. Sharing user IDs or passwords with others is prohibited, and users will be responsible for any actions taken by those using the ID or password. A user will not be responsible for theft of passwords and IDs but may be responsible if the theft was the result of user negligence.
3. Deleting, examining, copying, or modifying files or data belonging to other users without their prior consent is prohibited.
4. Mass consumption of technology resources that inhibits use by others is prohibited.
5. Use of district technology for soliciting, advertising, fundraising, commercial purposes, or financial gain is prohibited, unless authorized by the district. Use of district technology resources to advocate, support or oppose any ballot measure or candidate for public office is prohibited.
6. Accessing fee services without permission from an administrator is prohibited. A user who accesses such services without permission is solely responsible for all charges incurred.
7. Users are required to obey all laws, including criminal, copyright, privacy, defamation, and obscenity laws. The district will render all reasonable assistance to local, state, or federal officials for the investigation and prosecution of persons using district technology in violation of any law.

8. The district prohibits the use of district technology resources to access, view or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, or pervasively indecent or vulgar.
9. Accessing, viewing, or disseminating information on any product or service not permitted to minors is prohibited unless under the direction and supervision of district staff for curriculum-related purposes.
10. The district prohibits the use of district technology resources to access, view or disseminate information that constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin); presents a clear and present likelihood that, because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; or will cause the commission of unlawful acts or the violation of lawful district policies and procedures.
11. The district prohibits any use that violates any person's rights under applicable laws, and specifically prohibits any use that has the purpose or effect of discriminating against or harassing any person on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, pregnancy, or use of leave protected by the Family and Medical Leave Act (FMLA).
12. The district prohibits any unauthorized intentional or negligent action that damages or disrupts technology, alters its normal performance, or causes it to malfunction. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.
13. Users may only install and use properly licensed software and audio, or video media purchased by the district or approved for use by the district. All users will adhere to the limitations of the district's technology licenses. Copying for home use is prohibited unless permitted by the district's license and approved by the district.
14. At no time will district technology or software be removed from district premises, unless authorized by the district.
15. All users will use the district's property as it was intended. Technology resources will not be moved or relocated without permission from a building administrator. All users will be held accountable for any damage they cause to district technology resources.

Technology Security and Unauthorized Access

1. All users shall immediately report any security problems or misuse of the district's technology resources to a teacher or administrator.
2. Use of district technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.
3. Use of district technology to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.
4. The unauthorized copying of system files is prohibited.
5. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any district technology are prohibited.
6. Users will be granted access privileges to district technology resources as determined appropriate by the superintendent or designee. Any attempt to secure a higher level of privilege without authorization is prohibited.
7. The introduction of computer viruses, hacking tools or other disruptive or destructive programs into a district computer, network or any external networks is prohibited.

Online Safety and Confidentiality

Curricular or non-curricular publications distributed using district technology will comply with the law and Board policies on confidentiality.

All district employees will abide by state and federal law, Board policies and district rules when using

district technology resources to communicate information about personally identifiable students. Employees will take precautions to prevent negligent disclosure of student information or student records.

All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet and are prohibited from sharing such information unless authorized by the district. Student users shall not agree to meet with someone they have met online without parental approval and must promptly disclose to a teacher or another district employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

Electronic Mail and Messaging

A user is responsible for all e-mail and other electronic messages originating from the user's e-mail or other electronic messaging accounts.

1. Forgery or attempted forgery of electronic messages is illegal and prohibited.
2. Unauthorized attempts to read, delete, copy, or modify electronic messages of other users are prohibited.
3. Users are prohibited from sending unsolicited mass e-mail or other electronic messages, employment-related function, or an authorized publication.
4. When communicating electronically, all users must comply with district policies, regulations and procedures and adhere to the same standards expected in the classroom.
5. Users must obtain permission from the superintendent or designee before sending any district-wide electronic messages.

Communication Devices

Employees and others to whom the district provides mobile phones or other electronic communication devices must use them professionally and in accordance with district policies, regulations, and procedures. These devices shall not be used in a manner that would distract the employee or other user from adequate supervision of students or other job duties.

Exceptions - Exceptions to district rules will be made for district employees or agents investigating of a use that potentially violates the law, district policies or procedures. Exceptions will also be made for technology administrators who need access to district technology resources to maintain the district's resources or examine and delete data stored on district computers as allowed by the district's retention policy.

Waiver - Any user who believes he or she has a legitimate educational purpose for using the district's technology in a manner that may violate any of the district's policies, regulations or procedures may request a waiver from the building principal, superintendent, or their designees. In making the decision to grant a waiver to a student, the administrator shall consider the purpose, age, maturity, and level of supervision involved.

Earthquake Related Information

Missouri statute requires school districts to distribute to students at the beginning of each year information on earthquake safety. The Green Forest School District has a crisis plan in place and drills earthquake safety at least twice each year. Earthquake related information can be found at any of the resources below.

Federal Emergency Management Agency Region VII
9221 Ward Parkway, Suite 300
Kansas City, MO 64114-3372
Telephone: (816) 283-7063
FEMA Earthquake Program: <http://www.fema.gov/hazard/earthquake/index.shtm>

Missouri State Emergency Management Agency
P.O. Box 116
Jefferson City, MO. 65102
Telephone: (573) 526-9100
SEMA Earthquake Program: <http://sema.dps.mo.gov/EQ.htm>

Missouri Center for Safe Schools
Union Station, Suite 401
30 West Pershing Road
Kansas City, MO. 64108
<http://education.unkc.edu/safe-school/index.asp>

Missouri Department of Natural Resources
Division of Geology and Land Survey
111 Fairgrounds Road
Rolla, MO. 65401
Telephone: (573) 368-2100
DGLS Homepage: <http://www.dnr.mo.gov/geology/geosrv/geores/geohashp.htm>

United States Geological Survey : <http://www.usgs.gov>

Central United State Earthquake Consortium: <http://www.cusec.org/>

St. Louis University Earthquake Center: http://www.cas.slu.edu/earthquake_center/

Missouri Course Access Program (MOCAP)

Green Forest R-2 School District will provide information to virtual (online) coursework for students. Students and families that are interested in virtual coursework should contact the principal and inquire about the Missouri Course Access Program (MOCAP).

MOCAP offers virtual online courses for students statewide. Students can take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week.

MOCAP's mission is to offer Missouri students equal access to a wide range of high- quality courses and interactive online learning that is neither time nor place dependent.

The Missouri Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses.

Missouri-certified teachers facilitate MOCAP courses. MOCAP provides Missouri students with equal access to a wide range of coursework, anywhere, any time. For more information, visit the MOCAP website.

Student Skills Necessary for Success in Virtual Courses

MOCAP's Students FAQ section lists the following as recommended skills for students to succeed in a virtual environment. Please visit the website for further information.

Students who choose to participate in online courses will need to examine their personal skills. The following personal skills can contribute to a student's success:

- Self-motivated
- Committed
- Responsible
- Independent
- Computer literate/tech savvy
- Efficient time manager
- Effective writing and communication skills

School-Parent-Student Compact

Green Forest R-2 School and the parents of students participating in School-wide activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities - Green Forest R-2 School and its staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows –
 - a. Retain highly qualified principals and teachers,
 - b. Provide instruction, materials, and high-quality professional development which incorporates the latest research, and
 - c. Maintain a safe and positive school climate.
2. Hold annual parent-teacher conferences to
 - a. Discuss the child's progress/grades during the first quarter,
 - b. Discuss this compact as it relates to the child's achievement, and
 - c. Examine the child's achievement and any pending options at the end of the third quarter.
3. Provide parents with frequent reports on their child's progress as follows
 - a. Weekly packet from the classroom teacher,
 - b. Monthly suggestions from the classroom teacher,
 - c. Grade report every 3 weeks from the school, and
 - d. Quarterly grade cards/reports sent home by the school.
4. Be accessible to parents through
 - a. Phone calls or person-to-person meetings,
 - b. Scheduled consultation before, during, or after school,
 - c. Scheduled school or home visits.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows
 - a. Listen to children read,
 - b. Help with classroom decorations, art projects, etc.,
 - c. Present a program on your culture, a different country, etc., and
 - d. Assist with holiday programs or parties, educational trips, etc.

Parent Responsibilities

I, as a parent, will support my child's learning in the following ways:

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Monitor the amount of television watched.
4. Volunteer in my child's classroom/school.
5. Be aware of my child's extracurricular time and activities.
6. Stay informed about my child's education by reading all communications from the school and responding appropriately.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic performance to meet the Show-Me Standards and will:

1. Attend school every day possible,
2. Be respectful toward others,
3. Do my homework every day and ask for help when I need it,
4. Read at least 30 minutes every day outside of school time, and
5. Give all notes and information from my school to my parent/guardian daily.

Principal: Kriste Crocker

Parents and Students – Please sign your agreement on the last page of the student handbook

Schoolwide Program Plan (Building Level)

The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

Use of Funds for Schoolwide Programs

1. In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families
2. (2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

Planning & Review Team: Name and Title - Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Position Name

Superintendent Conrad Prugh

Principal Kriste Crocker

School Board Member Amber Toman

Federal Programs Coordinator Conrad Prugh

Title I Com Arts Instructors Kim McClanahan

Title Math Instructor Christine McConnell

Counselor Julie Harris

Classroom Teachers K-8

Title I Paraprofessionals

Parent Christy Adamson

The Superintendent, Principal, 2 Title I Teachers, K-8 classroom teachers, Title I Paraprofessionals, Federal Programs Coordinator, Counselor, and Parent(s) meet at the end of the current school year (2022-23) to conduct a needs assessment and develop a comprehensive plan for the total instructional program for the school. The Team will meet again prior to the start of the 2023-24 school year to review the plan and make changes as needed and will then meet each quarter throughout the school year. Program progress is monitored during weekly Vertical Teams meetings.

I. Needs Assessment - Schoolwide Program Plan. -A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of: Student achievement data that clearly identifies areas of low achievement; LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and the resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan. The Green Forest R-2 School District evaluated academic programming and performance by analyzing local assessment data, and demographic data, and Missouri Assessment Program (MAP) results. The following data sources were used: building Annual Performance Report, building APR Supporting Data, building Content Standard Summary, building Achievement Level Report, individual MAP results for students, DRA, and local assessment data. The group analyzed the special education and at-risk incidence rates, the educational environment, district benchmark assessment data and the MAP results for the past several years.

Current regular education interventions were discussed including reading and math intervention for

grades K-6. The data drilldown process revealed that the proficiency rate for grades 3rd -6th and the super subgroup FRL (74.2%) and IEP (30.0%) at Green Forest R-2 School were below the target. and below the growth level in communication arts (target of 83.7%) and in math (target of 81.7%) grades. Based on these findings the planning team hypothesized several root causes. Teachers need to identify specific interventions to address the needs of students struggling in reading and com arts which could allow for support teachers and paraprofessionals to work with their students in the regular classroom and increase students time in the regular classroom. Support teachers would also work with their students in intensive pullout sessions. K, 1, and 2 DRA results indicate students entering Kindergarten are not academically prepared or ready to work. Based upon this hypothesis, the following prioritized needs were determined: Provide support service to students in K-6 communication arts

1. by building the capacity of teachers to consistently use data to guide instruction
2. by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.
3. implementing research-based differentiated instructional strategies, reading strategies, and allowing practice time to develop and strengthen those strategies.
4. by increasing the content knowledge and skill levels of instructional strategies in reading and writing

Schoolwide reform strategies - Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –Strengthen the school's core academic program. List the evidence-based practices that will be implemented to strengthen the school's core academic program. Tiered instructional support such as Response to Intervention.

Tier 1: Push-in model for full group instruction. Tier 2: Small group instruction within a class. Tier 3: Special Education staff, Title I Com Arts pull-out intensive instruction.

List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed: DRA, Study Island Pre and Post Assessments, Scholastic Reading Inventory, Study Island Benchmark Assessments

Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum
Tutoring: both before and after-school tutoring and summer tutoring will be locally funded

Address the assessment measures the school will use to determine if student needs are met.

Green Forest R-2 School employs a systematic approach to assessment and data analysis which includes administration, teachers, and support teachers. Prior to the beginning of the school year the data from MAP, and other data, is analyzed by the staff to determine the needs of each child in their classroom. An assessment “map” is also provided and discussed which indicated which assessments will be given, when, throughout the entire school year. Each quarter student in 3-8 will take the SRI, the DRA will be given to K, 1, and 2 students at the end of first and second semester, and in 1st, 2nd, and 3rd quarter Study Island Benchmark assessments will be given to all students, and MAP will be given during the 4th quarter. After each round of assessments, the group meets to review the data and revise instructional plans for individual students as needed. Growth is measured and recorded for each student so all instructors may review the progress each individual child is making. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program. Teachers and support teachers are included in the decisions regarding the use of MAP and other assessment s to provide information on and to improve the achievement of individual students and the overall instructional program by meeting multiple times throughout the school to analyze data, discuss individual student needs and formulate an instructional plan as a team (comprised of administration, curriculum director, teachers and support teachers.) Prior to the start of school, the team meets to review the data from the previous year and the MAP data, then following each round of assessments, the team meets again to review data and instructional plans.

Professional development is provided for data analysis and learning how to implement research-based instructional strategies appropriately. Our staff is divided into vertical teams and each team is given time

weekly to meet and discuss needs, strategies, and data review. During the weekly meeting, the teams help develop common assessments, analyze, and discuss data, and review benchmark data. Mentoring is provided not just when a new teacher enters the system but also when a teacher moves to a different grade level. Mentoring is also encouraged between teachers to help increase each other's capacity to select instructional strategies or to model new strategies. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Systematic processes to ensure students will be provided with effective, timely additional assistance shall include:

1. Regular assessment and monitoring based upon assessment schedule
2. Services from support teachers for math and communication arts will be provided based upon assessment results
3. Before and after-school tutoring
4. Summer tutoring
5. Instructional paraprofessionals who will work with identified students in the regular classroom

Individual student MAP results will be provided in a language parents can understand through: A translated version or by a translator, Parent-teacher conferences, Parent meetings/trainings to understand MAP and interpret results, A detailed explanation sent home to parents. Other: individual teacher distribution lists, website information, student handbook, Friday folders, parent phone calls

Instruction by highly qualified teachers - The school is meeting the requirement regarding instruction by highly qualified teachers by:

Teachers are highly qualified with documentation on file. Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, have passed the ParaPro Assessment, or completed the approved DESE online course with documentation on file. How will federal funds be used to help teachers meet the highly qualified requirements? The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.

Professional development - Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

High-quality and ongoing professional development at Green Forest R-2 School begins with the needs assessment findings and is addressed throughout the school year with on-site workshops for all staff including teachers, support teachers, paraprofessionals, and administration conducted to address the determined needs.

In addition to the 5 set-aside workshop days, each vertical team meets monthly to practice, and model researched-based instructional strategies or delve more deeply into an instructional component or data analysis. At times volunteer parents who assist children are include or invited to attend trainings or sessions. All professional development is funded through local effort

Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

Green Forest has a plan to attract highly qualified teachers by

1. Recruiting the most experienced teachers to serve the students with the greatest needs
2. Recruiting teachers with needed skills
3. Recruiting teachers with appropriate certificates
4. Providing a competitive salary schedule and benefits
5. Maintain communications with institutions of higher education
6. District policy to hire only highly qualified teachers
6. checking teacher qualifications prior to making a classroom assignment

Parent involvement

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.) Parents are involved in planning activities; Parents are involved in implementing and evaluating activities Parents are involved in school decisions, Parents are provided with meetings and notifications concerning student progress: individual teacher distribution lists, website information, Student Handbook, Friday folders, parent phone calls

The district will coordinate and integrate the following federal, state, and local services and programs to support the school's efforts: Green Forest R-2 School will coordinate and integrate Federal Title I funds with Title II.A, Spec Ed funds, P.A.T., Houston COOP (special services), L.O.V.E. (local ministerial alliance), S.O.L.V.E., and local funds to provide a seamless support system for all students. Using the Response to Intervention (RtI) model all students are provided tiered interventions and enrichment based upon individual student data. Processes are in place to progress monitor and benchmark student progress, analyze the data for growth and needed interventions and modify instruction based on this data.

Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

The Green Forest R-2 School LEA Plan is made available to parents and public by: 1. located on the school district website 2. printed copy located in the central office 3. published in the district handbook. 4. All students and teachers are given the handbook, and the handbook is reviewed with all students at the beginning of school. Translated versions are found in the main office.

Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs. Green Forest R-2 School prepares pre-school students to enter the building and be readily served according to needs which are determined prior to the start of school by attending a Ready-for-School day at the end of the current school year. Families, area Head-Start programs and day care centers are notified of the event as well as Kindergarten Registration, by means of phone call, newspaper notice and radio announcements. Local Head-Start conducts a school tour in collaboration with our school to familiarize all their children with the local schools. Kindergarten registration uses the DIAL assessment to determine the readiness of each child.

Materials are sent home with each family to assist in readiness for school. Kindergarten has a special Kindergarten Open House in the hour before the district Open House so all Kindergarten parents and their children may have some extra time to become familiar with the teacher and the setting

Green Forest School Parent & Family Engagement Plan

1. All parents and families will be invited to meet annually to inform parents and families of their school's participation in Title I.A, the requirements of Title I.A and the rights of the parents to be involved.
2. Will offer a flexible number of meetings and times.
3. Involve families and parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I.A including the school parent and family engagement policy and the schoolwide program plan.
4. Provide parents of participating children:
 - a. Timely information about Title I.A programs
 - b. A description and explanation of the curriculum in use at school, forms of academic assessment used to measure student progress, and the achievement levels of the MAP assessment.
 - c. Opportunities, as appropriate, to participate in decisions relating to the education of their children.
 - d. Responses to suggestions in a timely manner, and,
5. If requested by parents:
 - a. Provide opportunities for regular meetings to formulate suggestions, and
 - b. Include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it submitted to the LEA

Green Forest 23/24 School Calendar

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 & 22 Teacher Workdays
23 First Day of School

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 No School/PD Day
19 No School/President's Day

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 No School/Labor Day

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 – 3rd Quarter Ends (40 Days)
25-Apr. 1 Spring Break

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 – 1st Quarter Ends (37 Days)
16-19 Parent/Teacher Conf.
20-23 Fall Break/No School
23 – Teacher PD Day

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20-24 No School/Thanksgiving

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Last Day of School
10 4th Quarter Ends (44 Days)

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 2nd Quarter Ends (38 Days)
15 Early Dismissal
18 - Jan.2 No School
Christmas Break

158 Days @ 7.25 = 1,145.5
1 Day @ 4.1667 = 4.1667
Total = 1,149.6667 Hrs.

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3 School Resumes
15 No School/MLK Day

Green Forest R-2 Staff Emails

Conrad Prugh, Superintendent	cprugh@gfr2.k12.mo.us
Kristi Crocker, Principal	kcrocker@gfr2.k12.mo.us
Marsha Gabel, Office Secretary	msmarsha@gfr2.k12.mo.us
Julie Harris, Counselor	jharris@gfr2.k12.mo.us
John Nolan, part-time Instructor	jnolan@gfr2.k12.mo.us
Kerri Konkell, Kindergarten	kkonkel@gfr2.k12.mo.us
Mary Ellen Arts, 1 st Grade	marts@gfr2.k12.mo.us
Kendra Schmitt, 2 nd Grade	kschmitt@gfr2.k12.mo.us
Lexi Keith, 3 rd Grade	lkeith@gfr2.k12.mo.us
Sally Hovey, 4 th Grade	shovey@gfr2.k12.mo.us
April Anderson, 5 th Grade	aanderson@gfr2.k12.mo.us
Katherine Boardman, 6 th Grade	kboardman@gfr2.k12.mo.us
Melissa McCarter, 7 th Grade/Technology	mmccarter@gfr2.k12.mo.us
Katie Mahurin, 8 th Grade/Technology	kmahurin@gfr2.k12.mo.us
Cass Keene, Science/Athletic Director	ckeene@gfr2.k12.mo.us
Kim McClanahan, Title I	kmccclanahan@gfr2.k12.mo.us
Christine McConnell, Title I	cmccconnell@gfr2.k12.mo.us
Brooke Adams, Physical Education	badams@gfr2.k12.mo.us
Katie Triplett, Special Education	ktriplett@gfr2.k12.mo.us
Christy Adamson, Nurse/Wellness Coordinator/Safety	cadamson@gfr2.k12.mo.us
Sara Prugh, Paraprofessional	sarap@gfr2.k12.mo.us
Alisa Brookshire, Paraprofessional	abrookshire@gfr2.k12.mo.us
Jen Williams, Bus Driver/Paraprofessional	jwilliams@gfr2.k12.mo.us
Tricia Manson, Bus Driver/Paraprofessional	tmanson@gfr2.k12.mo.us
Becky Wilson, Music/Art/Library/Bus Driver	bwilson@gfr2.k12.mo.us
Theresa Enloe, Cook	tenloe@gfr2.k12.mo.us
Cary Terrill-Steelman, Cook	csteelman@gfr2.k12.mo.us
Chuck Hollis, Janitor	chollis@gfr2.k12.mo.us
Gary Wood, Janitor	gwood@gfr2.k12.mo.us
Mike Holland, Bus Driver	mholland@gfr2.k12.mo.us
Rick McDonald, Bus Driver	rmcdonald@gfr2.k12.mo.us
Terry Berry, Bus Mechanic	tberry@gfr2.k12.mo.us
Technology	techsupport@gfr2.k12.mo.us

Green Forest PTO Volunteer Form

FIRST MEETING AUGUST 28, 2023 @ 5:00 IN THE
CAFETERIA

November 27th, February 26th, April 22th

Children and Grade

_____ grade _____
_____ grade _____
_____ grade _____
_____ grade _____

Please check if you would like to volunteer for Fun
Day or Teacher Appreciation.

Fun Day

☐ I would be willing to work the carnival from
8:00-12:00 during Fun Day! Someone will notify
you of the date later in the school year.

Teacher Appreciation Food Day

☐ I would be willing to bring something for
Teacher Appreciation Day. Someone will notify
you closer to the date in May.

Parent Name: _____

Please Print

Phone #: _____

Email: _____

Green Forest R-2 School
Creating a brighter tomorrow...one student at a time
Policy Concerning Picking Children Up from School

August 23, 2023

Names of Children _____	Grade Level _____
_____	Grade Level _____
_____	Grade Level _____
_____	Grade Level _____

In order to ensure the safety of your child, we must establish guidelines for picking up students from school. If you must pick up your child early, you must first check in with the office and sign your child out. The office will then contact the teacher to let them know to send the child to the office to meet you. **Do not go to the classroom yourself.** The teachers are forbidden to release children until contacted by the office to do so.

If there is a court ordered protection of a child prohibiting another parent from contact, then a copy of that court order should be on file in the Green Forest office.

If someone other than a parent comes to pick up a child, we will need the following written permission on record to allow them to do so. It would be helpful if you would call and let us know when your child is being picked up by someone other than yourself.

Persons who may pick up my child are:

1. _____ relationship to the child _____.
2. _____ relationship to the child _____.
3. _____ relationship to the child _____.
4. _____ relationship to the child _____.

The parent/guardian authorizing the above is _____

Print name

His/her _____.

Relationship

Signed _____

Parent/guardian signature

date

Technology Survey

Please check technology that is available for your child's use at home:

____ smartphone ____ Wi-Fi ____ internet ____ list internet speed

____ desk top computer ____ tablet ____ laptop

____ my child can do on-line work at home

PLEASE SIGN AND RETURN THIS PAGE
You and your child will need to sign several times. Thank you!

School Compact: My child and I have read and discussed the School Compact. We agree to share the responsibility for academic achievement and fulfill our responsibilities.

Parent Name (please print)	Parent's Signature	Date
----------------------------	--------------------	------

Child's Name (please print)	Child's Signature	Date
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Technology Usage: My child and I have read and discussed the district technology usage agreements in the handbook. I give permission for my child or ward to use district technology resources. We understand my child's use of district technology is not private and that the school district may monitor any district use. I also agree to be responsible for any unauthorized costs or damages arising from use of the district's technology by my child/ward within my care.

Parent Name (please print)	Parent's Signature	Date
----------------------------	--------------------	------

Child's Name (please print)	Child's Signature	Date
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Student Handbook: I have read and discussed this student handbook with my child and understand the content therein. I also give the school permission to use my child's name and picture in the yearbook, newspaper, school bulletin boards for rewards etc. I understand I must provide school with documentation of diagnosed conditions and prescription medications that must be given at school. **I understand that in an event of a pandemic academic, general school rules, and the discipline code could change.**

Parent Name (please print)	Parent's Signature	Date
----------------------------	--------------------	------

Your Address: _____

Primary Phone contact number: _____

Emergency Telephone Numbers: _____

Does anyone in your household engage in temporary or seasonal agriculture related work? __Yes __No

What language is spoken by the child? English _____ and/or Other _____

What language is spoken in the home? English _____ and/or Other _____

Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?

Explain if it is a similar reason. Circle one: yes or no

Explain: _____

Are you currently residing at a motel, hotel, trailer parks or camping grounds due to the lack of alternative adequate accommodations? Circle one: yes or no

Are you currently residing in an emergency or transitional shelter? Circle one: yes or no

Has the student been abandoned in a hospital? Circle one: yes or no

Is your primary nighttime residence a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings? Circle one: yes or no

Are you currently living in a car, park, public space, abandoned buildings, substandard housing, bus train station or similar housing? Circle one: yes or no