

2022-2023

**Gasconade County R-I
Student Handbook**



The Gasconade County R-I Central Office is located at 170 Blue Pride Drive, Hermann, MO 65041. Inquiries and questions can be directed to the following personnel:

- Dr. Geoff Neill, Superintendent
- Mrs. Karen Morton, Administrative Assistant for Superintendent

The GCR1 District Student Handbook is available on the Gasconade County R-I School District website, www.hermann.k12.mo.us. Click on Menu, then your student's building (Hermann Elementary, Hermann Middle School or Hermann High School, then the students tab. It contains important information that you will need throughout the school year. Please contact your school office should you not have access to the internet and need a paper copy.

Further information can be retrieved by accessing the District website at www.hermann.k12.mo.us and following the links to the District's online policy manual under Board of Education. Typical business hours are between 8:00 a.m. and 4:30 p.m. Appointments are encouraged to ensure questions can be addressed at the time of inquiry.

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Introduction

The Gasconade County R-I School District has adopted the following as guiding statements for its purposes.

Mission

To enable our students to reach their full academic potential and to become responsible citizens.

Vision

- We envision all Gasconade County R-I School District students prepared for success as lifelong learners and responsible citizens.
- We envision Gasconade County R-I School District as a safe and caring community that supports and enhances learning and teaching.

Beliefs

- *All students can achieve their potential.*
- *All students and personnel will be respectful.*
- *The school environment must be safe, nurturing and supportive of learning and teaching.*
- *Effective learning requires the partnership of students, parents, staff, and community.*
- *Meaningful education promotes lifelong learning and prepares students to be responsible citizens.*

Student Rights and Responsibilities

As a student, your main goal is obtaining an education. Any persons preventing you from reaching this goal will be disciplined. To learn the most you can in any one class requires being able to listen, participate, share, and concentrate around others. The district protects your right to an education without interference. The district's staff is committed to your success.

It is the Board of Education's belief that, as part of the education process, students should be made aware of their legal rights, and the legal authority of the Board to make and delegate authority to its staff and to make rules and regulations regarding the orderly operation of the district's schools. If the policy guidelines adopted by the Board are to be successful, it must be understood that school officials and teachers have the authority to interpret and apply policy in given situations. Students must obey any such interpretation, subject to an appeal.

Schools must be place where students are encouraged to learn. Standards of conduct are established by the Board of Education to create an environment in which each student's right to learn is protected.

Students and their parents/guardians will be notified of their rights and responsibilities, including standards of conduct, through handbooks distributed annually. When the rights and responsibilities of individuals are clearly understood, the elements of respect and cooperation will result in the constructive education of the student.

We look forward to a successful school year with the support of our students, staff, families, and community. Together we can ensure that students are provided opportunities for growth and success.

Gasconade County R-I School District
2022-2023 School Calendar
Approved: 11 January 2022

AUGUST							SEPTEMBER							OCTOBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
August 9 - 11 New Staff Training														30 31						
August 10 Early Childhood Open House																				
August 15 - 17 All Staff Training							September 5 Labor Day No School							October 18 End of 1st Quarter (40 days)						
August 17 Staff Work Day / District Open House							September 26 Staff PD Day No School							October 27 Early Release P/T Conference 1 - 7 P.M.						
August 18 Virtual Training Day (8 - 3)														October 28 No School						
August 22 First Day of School														October 31 Staff PD No School						
School Days 8							School Days 20							School Days 18.5						
PD/Work Days 4							PD/Work Days 1							PD/Work Days 1						
NOVEMBER							DECEMBER							JANUARY						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				
							December 21 End of 2nd Qtr/1st Sem (39.5/80.5 days)							January 3 Staff Work Day						
November 23-27 Thanksgiving Break							December 22 - January 5 Student Winter Break							January 4 Start 2nd Semester						
School Days 19							School Days 15							January 16 No School MLK Day						
							1st Semester 80.5 days							School Days 19						
														PD/Work Days 1						
FEBRUARY							MARCH							APRIL						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						
February 3rd Qtr Mid-term							March 16 End of 3rd Qtr. (49 Days)							April 6-10 No School Easter/Spring Break						
February 17 Staff PD No School							March 17th No School													
February 20 Presidents Day No School							March 20 Staff PD No School													
PD/Work Days 1							PD/Work Days 1													
School Days 18							School Days 21							School Days 17						
MAY							JUNE							JULY						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
PD/Work Days 1														30 31						
School Days 13.5																				
May 18 End of 4th Qtr. / 2nd Semester dismiss 1 pm														Virtual PD Day						
May 18 HS Graduation 7 P.M.														No School						
May 19 Staff Work Day														Staff PD/Work Day 10						
May 29 No Summer School Memorial Day														End of Quarter/School In Session						
169 Student Days x 6.8 Hours per day = 1149.2 Hrs																				
179 Returning Teacher Days																				
182 New Teacher Days																				

School Messenger

The District utilizes the automated messaging service, Apptegy, to contact families in various situations. Voice messages are the most common type of communication. Text messages and email messages may be utilized when patrons have opted to receive them.

Inclement Weather

In the event that school must be closed due to an emergency or inclement weather, the school district will send a voice message if possible. **A recorded phone call will be made to the phone numbers listed on your child’s emergency contact form.** Pertinent information will be shared in the recording stating the situation and procedures to be followed.

The following media outlets are utilized to announce cancellations or early dismissals related to inclement weather:

KSDK	Channel 5	St. Louis
KMOV	Channel 4	St. Louis
KTVI (Fox)	Channel 2	St. Louis
KOMU	Channel 8	Columbia
KRCG	Channel 13	Jefferson City

Radio outlets may be used as well.

Most outlets refer to our district as: Hermann Public.

Parent Portal

Another communication tool is the Gasconade County R-I School District’s **Parent Portal** through Infinite Campus. The Parent Portal is a web-based system that allows parent to access the latest information about their child’s attendance, lunch account and grades. Parents will be given their password for access in the school office. A valid form of identification must be shown in order for receive your password.

Online Pay is available on the Parent Portal. Online Pay allows parents to pay student fees, as well as food service accounts.

Student registration is also available on the Parent Portal. Parents are encouraged to keep their child’s information updated throughout the school year through registration.

Trauma-Informed Schools Initiative

Pursuant to Missouri Senate Bill 638, section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the “Trauma-Informed Schools Initiative”. Trauma-informed schools are schools that realize the widespread impact of trauma and understands potential paths for recovery, recognizes signs and symptoms of trauma in students, teachers, and staff respond by fully integrating knowledge about trauma into policies, procedures and practices; and seek to actively resist re-traumatization. Missouri Trauma-informed Schools website is <https://dese.mo.gov/traumainformed>.

Non-discrimination Notice (Policy reference AC, IGBA) Notice of Non-discrimination

The Gasconade County R-I School District and the Board of Education are committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its program, services, activities, and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law. The Gasconade County R-I School District is an equal opportunity employer. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups.

Any person having inquiries concerning the District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the Compliance Officer listed below, who oversees the District's efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The District's Compliance Officer will provide information regarding those procedures upon request.

The District's Compliance Officer is:

Dr. Leslie Lause
170 Blue Pride Drive
Hermann, MO 65041
(573) 486-2116, ext. 1307

Commitment to Compliance Under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA)

In accordance with the requirements of the Individuals with Disabilities Act (IDEA) and Title II of the Americans with Disabilities Act of 1990 (ADA), the Gasconade County R-I School District will not discriminate on the basis of disability against qualified individuals with a disability with respect to its services, programs or activities. It is the policy of the Board of Education to provide free and appropriate education for students with disabilities, including those who are in need of special education and related services.

Employment: The District does not discriminate on the basis of disability in its hiring or employment practices. The District complies with the federal regulations under Title I of the ADA (which governs the application of the ADA in the hiring and employment setting).

Complaints that a District service, program, or activity is not accessible to persons with a disability may be directed to the District's Compliance Coordinator listed in the District's Notice of Nondiscrimination.

Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Gasconade County R-I School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction, The Gasconade County R-I School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

The Gasconade County R-I School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Gasconade County R-I School District's Special Services Department, 170 Blue Pride Drive, Hermann MO 63090 from 7:30 a.m. until 4:00 PM week days. This notice will be provided in native languages as appropriate.

Notice of Obligation to Homeless, Migrant and ELL Students (*policy reference IGBH, IGBCA, IGBCB*)

The Gasconade County R-I School District Board of Education is obligated to identify and provide education and assistance to students who are homeless, migrant, and who are learning English as a second language.

The Gasconade County R-1 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.

The administration will develop written procedures for ensuring that identified migrant students will receive services for which they are eligible.

The District shall take appropriate action to provide equal educational opportunities for all students and will therefore provide appropriate services to students with limited abilities to understand and speak English.

The district's homeless coordinator is:

Mrs. Dawn Gross, SBSW
164 Blue Pride Drive
Hermann, MO 65041

The district's English Language Learners coordinator is:

Mrs. Missy Ash
170 Blue Pride Drive
Hermann, MO 65041

Assessment Program (policy reference II)

The Gasconade Co. R-I School District believes that a well-planned and implemented assessment program is essential for improved student performance. An analysis of the assessment data enables the staff to make curricular decisions and students and parents to make better and more informed personal, career and educational choices.

Our assessment program incorporates three broad goals and purposes. First, our program is designed to help the staff make decisions in planning appropriate educational strategies prior to instruction and to assess instruction after it has been presented. Analysis of the assessment data is used to modify the curriculum as necessary and bring it into alignment with our stated goals and objectives.

Our second purpose is to help students make better personal, career and educational decisions. These tests will help students to focus their efforts and guide their decisions as they plan for the future.

A final purpose of our assessment program is to monitor student progress in academic areas. These results will be utilized to make decisions in regard to placement of students in special programs, courses and sections within courses and to assess how well our students are learning our stated course objectives. The district's assessment program shall test for student competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics. In the continual effort to improve the effectiveness and efficiency of instruction, the assessment program will address the types of tests administered, include a description of how assessment results will be used and disseminated as well as identify areas for instructional improvement.

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

Participation

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

Staff In-Service

To ensure our staff receives the maximum benefit from our assessment program, the curriculum coordinator and special services director will schedule in-service meetings with the building principals to review with their staffs the district/building test results and assessment procedures. Teachers will incorporate test taking skills into their course curriculums.

In the fall at the elementary PTA meetings, the elementary counselor will provide an explanation for parents on how to interpret test results.

Dissemination of Test Information

Gasconade Co. R-I will comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) and any other applicable state or federal law when disseminating test information.

Gasconade Co. R-I invites parents to review test results on an individual basis with the guidance counselors through personal contact, newsletters and announcements at PTA activities.

At the elementary and middle school, parents are provided personal letters containing their child's results on achievement tests. At the middle and high school students are informed when counselors will be available to review test results.

The building principals are provided a building summary and teachers are provided a copy of the achievement test results for their classes. The curriculum coordinator and special services director will make a presentation to the Board on the academic progress of Gasconade Co. R-I students and provide recommendations to the Board and the superintendent to ensure progress is maintained.

The curriculum coordinator will also provide the local media a district summary of achievement test results as appropriate.

Reading Assessment

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

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

English Proficiency Assessments

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

Statewide Assessments

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

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

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

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

National Assessment of Educational Progress

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

Parental Notice

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

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

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

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

Access to Local Assessments by Students Not Enrolled in the District

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

National Assessment of Educational Progress

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

District Accountability Report Card (policy reference KB-AP1)

A school accountability report card for each school building in the district and the district as a whole will be produced in accordance with the law and made available to the public. The district will provide information included in the report card to numerous stakeholders including: parents, community members, print and broadcast media and legislators as soon as information is available to the district. The report card is available at the district's Central Office.

Student Records (policy reference JO)

The District complies with the Family Educational Rights and Privacy Act ("FERPA"), which affords parents/guardians ("parents") and students who are at least age 18 ("eligible students") the following rights:

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review the student's "educational records," as that term is defined under FERPA, within 45 days of the date upon which the District receives a request for access. Parents or eligible students should submit to their School Principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURE: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. The District will attempt to limit the disclosure of information contained in educational records to those instances when prior written consent has been given for the disclosure. However, upon request, the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA that allow disclosure without prior written consent, as well as directory information (unless you have refused to permit such disclosure of directory information), in accordance with FERPA regulations. The District will disclose educational records to school officials who have a legitimate educational interest in the records. Officials include those persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons retained by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District's law enforcement unit. School officials have a legitimate educational interest if the officials are: performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

DESIGNATION OF DIRECTORY INFORMATION: The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. Under Board policy, the District considers the following to be directory information: "the student's name, address, telephone number, date and place of birth, parents' names, participation in officially recognized activities or sports, weight and height, numbers of athletic

teams, dates of attendance, degrees and awards received, artwork or course work displayed by the district, most recent previous educational agency or institution attended by the student, and any other similar information.” The District may disclose directory information in its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends. In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

MILITARY RECRUITER ACCESS/STUDENT RECRUITING INFORMATION: The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institution of higher education as required by law unless the parent or student notifies the district in writing not to disclose the information to those entities.

APPEALS PROCEDURE: Parents or eligible students have the right to request that the District correct any parts of an educational record believed to be inaccurate, misleading or otherwise in violation of their rights. A request should be submitted by the Parents or eligible students must identify, in writing, the part of the record sought to be corrected and specify why it is inaccurate/misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

Permission to Photograph

Opportunities occasionally arise whereby your student may be videotaped, audio taped or photographed on campus by authorized individuals, such as a media representative or members of our staff. There may also be opportunities for your child’s name and/or picture to be posted on our website and/or social media outlets. Our commitment to safeguarding your child’s well-being, safety and privacy in this regard is important to us. **A parent or legal guardian must notify the district in writing that they do not want their child’s picture on our website or to be videotaped, audio taped, or photographed.**

Surveying, Analyzing or Evaluation of Students (policy reference JHDA)

The federal Protection of Pupil Rights Amendment (PPRA) affords parents/guardians (“parents”) certain rights regarding surveys, collection and use of information for marketing purposes, and certain physical exams. These include:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education: Political affiliations or beliefs of the student or student’s parent; Mental or psychological problems of the student or student’s family; Sex behavior or attitudes; Illegal, anti-social, self- incriminating, or demeaning behavior; Critical appraisals of others with whom respondents have close family relationships; Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; Religious practices, affiliations, or beliefs of the student or parents; or Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the District or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use: Protected information surveys of students; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law. The District has adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: Collection, disclosure, or use of personal information for marketing, sales or other distribution; Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; Any non-emergency, invasive physical examination or screening as described above.

Asbestos (Policy reference EBAB-AP)

The district shall survey and assess the exposure of friable asbestos in all buildings. This report shall be filed with appropriate state agencies, and will be available for public review in the buildings and grounds office. The district shall take all steps necessary to comply with the Asbestos Hazard Emergency Response Act, as described in regulations of the EPA.

Emergency Drill (policy reference EBC-1)

The superintendent, along with building principals, will develop emergency drills for fires, tornados, bus emergencies, armed intruder/active shooter situations, and other emergency situations. Instruction on emergency drills will be given early in the school year and practiced throughout the school year. Emergency evacuation drills on school buses will be conducted for all students at least once a semester.

Teaching about Human Sexuality (policy reference IGAEB)

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. In accordance to Missouri state law education pertaining to statutory rape and statutory sodomy, teaching about the characteristics of and ways to identify sexual predators, teaching about safe and responsible Internet use, including the dangers of sexual predators when using electronic devices, instilling the importance of open communication with responsible adults, reporting inappropriate situations to a responsible adult, and explaining the potential consequences of inappropriate text messaging and sexting will be provided.

The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection prior to instruction.

Administration of Medication to Students (policy reference JHCD)

It is generally recognized that some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education.

In order to administer any medication at school the following requirements must be met:

- The medication must be in its original container, labeled with name of student, name and dosage of medication, and directions as to when and how it is to be given. The school personnel will not administer the first dose of any medication and will not give one-time medications at school.
- Only current prescriptions will be given. We will not administer any medication past the expiration date on the container. Long term medications must have a new prescription bottle each month.
- A "medication administration" form must be filled out and signed by a parent or guardian on all medications

giving the designated school personnel permission to administer the medication.

- Parent permission is good for the current school year only, and must be updated if any changes are made in the medication.
- Medications must be brought to school by a parent/guardian or responsible adult. Medications will be counted by designated school personnel with parents present each time medications are brought to school.

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications. The school nurse or another trained employee may administer these medications when they believe that a student is having a life-threatening reaction or episode. Parents must notify each building office if they do want they child to receive epinephrine or asthma-related medication.

Searches by School Personnel (policy reference JFG)

School lockers, desks and other district property are provided for the convenience of students and, as such, are subject to periodic search and inspection without notice. Students are permitted to park on school premises as a matter of privilege, not of right. The District retains the authority to conduct routine patrols of student parking lots and inspection of the exteriors of student automobiles on school property. The interior of student's vehicles may be inspected whenever a school authority has reasonable suspicion to believe illegal or unauthorized materials are contained inside.

Technology User Privacy (policy reference EHB)

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 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. If a student possesses electronic pictures or texts, the district will consider it the same as hard copy possession.

Audio and Visual Recording (Policy reference KKB)

The district has established limits on the use of recording equipment in order to minimize disruption and protect instructional time essential to improving student achievement. Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education process.

Electronic Communication between Staff and Students (policy reference GBH)

Staff members are encouraged to communicate with students and parent/guardians for educational purposes using a variety of effective methods, including electronic communication. Staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his/her own communication device.

Student Discipline (policy reference JG R-1)

The Student Code of Conduct is designed to foster student responsibility and respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. Special circumstances surrounding rule violations will be considered in each discipline case. The building principal will consider prior offenses in making his/her decision. Alternative discipline may be administered for infractions listed in the discipline policy that call for ten days or less of out-of-school suspension. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

Reporting to Law Enforcement

It is the policy of the Gasconade Co. R-I 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 days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

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

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

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

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

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.
2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

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

Impact on Grades

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

Prohibited Conduct

The Board of Education has designated infractions in specific areas present a greater threat to the safety and welfare of our students. These areas are identified with a double asterisk (**). Consequently, violations that occur over a period of two school years in these areas will result in the subsequent punishment options being utilized. For those areas that do not have a double asterisk, multiple violations must occur within the same school year in order for subsequent offense options to be imposed.

Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

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

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

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

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

Assault**

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

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

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

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

Automobile/Vehicle Misuse – Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense:	Principal/Student/Parent conference, suspension or revocation of parking and driving privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking and driving privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

Bullying and Cyberbullying (see Board policy JFCF) – Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school.

Bullying includes, but is not limited to: physical actions, including violence, gestures, theft or property damage; oral, written or electronic communication, including name-calling, put-downs, extortion or threats; or threats of reprisal or retaliation for reporting such acts. Cyberbullying is a form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

First Offense:	Principal/Student/Parent conference, detention, Saturday School, 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.

First Offense:	Warning.
Second Offense:	1-3 day bus suspension.
Third Offense:	1-5 day bus suspension.
Fourth Offense:	1-10 day bus suspension.

Fifth Offense:	Bus suspension for up to the remainder of the school year.
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Buying or Selling, Unauthorized – The exchange or sale of any items not approved by the administration on school property is prohibited.

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

Disciplinary Referrals, Excessive – Upon receiving the sixth referral in a semester, a student will receive the following consequences.

First Offense:	1-10 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension.

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

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

Drugs/Alcohol (see Board policies JFCH and JHCD)**

Sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	Principal/Student/Parent conference, detention, Saturday School, 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.

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:	1-180 days in- or out-of-school suspension, and referral for clinical dependency counseling.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion, referral for clinical dependency counseling.

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/Parent conference, detention, Saturday School, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Care for or Return District Property – Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

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

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

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and

whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

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

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

First Offense:	Restitution. Principal/Student/Parent conference, detention, Saturday School, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. Saturday School, 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. (Law enforcement agency may be called to remove the combatants from the building.)

First Offense:	Principal/Student/Parent conference, detention, Saturday School, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Saturday School, 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/Parent conference, loss of privileges, detention, or in-school suspension.
Subsequent Offense:	Principal/Student/Parent conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Harassment, including Sexual Harassment (see Board policy AC)

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

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; exposing or attempting to expose genital areas or breasts of another individual, or pushing or fighting based on protected characteristics.

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

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

First Offense:	Principal/Student/Parent conference, detention, Saturday School, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	Saturday School, in-school suspension, 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, including stink bombs.

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

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

First Offense:	Confiscation. Warning, principal/student/parent conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Detention, Saturday school, 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/Parent conference, detention, Saturday School, or in-school suspension.
Subsequent Offense:	Detention, Saturday School, in-school suspension, or 1-180 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/Parent conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

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

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

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP1)

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

Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal. The administration may, if they believe it advisable, search the students' electronic communication devices in accordance with policy JFG.

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

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

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

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

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

Tobacco

Possession of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy JHCD.

First Offense:	Confiscation of prohibited product. Principal/Student/Parent conference, detention, Saturday School or in-school suspension.
Subsequent Offense:	Confiscation of prohibited product. Detention, Saturday School, in-school suspension, or 1-180 days out-of-school suspension.

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

First Offense:	Confiscation of prohibited product. Principal/Student/Parent conference, detention, Saturday School, in-school suspension, or 1-180 days out-of-school suspension.
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Subsequent Offense:	Confiscation of prohibited product. Saturday School, in-school suspension or 1-180 days out-of-school suspension.
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Truancy or Tardiness (see Board policy JED) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

First Offense:	Principal/Student/Parent conference, detention, in-school suspension, possible notification to Children’s Division (CD) of the Department of Social Services for educational neglect. Notification of juvenile authorities.
Subsequent Offense:	In-school suspension, removal from extracurricular activities, and possible notification to CD for educational neglect. Notification of juvenile authorities.

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/Parent conference, detention, Saturday School, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Saturday School, in-school suspension, 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/Parent 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)**

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

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

First Offense:	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
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Subsequent Offense:	Expulsion.
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Possession or use of ammunition or a component of a weapon.

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

Bullying (policy reference JCF)

General

In order to promote a safe learning environment for all students, the Gasconade Co. R-I 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 district wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee

as soon as possible, but no later than two school days after the incident.

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

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

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:

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

Additional School Programs and Resources

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

Suicide Prevention

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Gasconade Co. R-I School District is committed to maintaining a safe environment to protect the health, safety and welfare of students (**per policy JHDF**).

This policy will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and prevent suicide. The goal of the district is to help students who may be at risk of suicide without stigmatizing or excluding students from school. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide. *Suicide Crisis* – A situation in which a person is attempting to kill him- or herself or is seriously contemplating or planning suicide. Plans may include, but not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

Crisis Response Team

The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors and the school nurse and may also include school social workers, school resource officers, teachers and community members as appropriate. The CRT will be responsible for implementation of the district's response plan.

The district will use an evidence-based/informed tool for determining whether a student is at risk o.O. The CRT members, the building administrator and a designee will receive training and coaching in using this tool to assist in making these determinations and appropriately responding.

Response Plan

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Students Who May Be at Risk of Suicide

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a CRT member or the building administrator or designee receives notification that a student maybe at risk of suicide, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, a CRT member or the building administrator or designee will use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member or the building administrator or designee will, based on his or her training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Confidentiality

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees

are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and Board policy.

Accommodating a Disability

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

School and Community Resources

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools. A school counselor or a CRT member will periodically follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance.

Response to Incidents Impacting the School

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

Staff Education on Suicide Prevention and Response Protocol

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Virtual Courses (policy reference IGCD)

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

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

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

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

Enrollment in Virtual Courses

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable. The established enrollment periods for virtual courses will be 15 to 30 days before the beginning of each semester.

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

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

Students with Disabilities

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

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

necessary for the student. However, if a student receives accommodations under Section 504, the student's 504 team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved. Any appeal of that decision must be made to the superintendent or designee or the Board of Education.

Attendance and Completion

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

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

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

End-of-Course (EOC) Examinations

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

Notice

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

MOCAP

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

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

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

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

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

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

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

Appeal

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student's IEP and Section 504 team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

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

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

Payment

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

Monitoring and Reporting

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

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

Transfers

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



EL Phone: 573-486-3197
 MS Phone: 573-486-3121
 HS Phone: 573-486-5425
 CO Phone: 573-486-2116

Gasconade County R-I School District

170 Blue Pride Drive, Hermann, MO 65041

www.hermann.k12.mo.us

Home of the Bearcats

Dr. Geoff Neill, Superintendent



EL Fax: 573-486-3244
 MS Fax: 573-486-5106
 HS Fax: 573-486-3058
 CO Fax: 573-486-3032

Dear Parent or Guardian,

The Gasconade County R-1 School District takes the education of each child as extremely important. Each staff member continuously strives to reach each student at his/her level and maximize growth for each child socially, emotionally, and academically.

With this in mind, it is essential that the Gasconade County R-1 School District have measures in place allowing for growth measurement. Some of the specific measures in place are the NWEA (Northwest Evaluation Association) Assessments (K-8), state mandated Grade Level Assessments (3-8), and End-of-Course Assessments for Algebra I (or Algebra II if applicable), English II, Biology, and Government. The End-of-Course Assessments are administered prior to high school graduation and are a requirement.

These assessments are administered online at each specific grade level. Online testing provides quicker, more accurate results. This allows teachers to adjust instruction to help struggling students or support students who excel with the standards assessed. In addition, computer-based testing prepares students for the 21st century test-taking as technology continues to grow.

State law (§160.581.RSMo) compels the State Board of Education and the Department of Elementary and Secondary Education to annually measure "by grade level a student's knowledge of academic subjects." Additionally, federal education law (PART A – Subpart 1 – Section 111(b)(2)(i)(ii)) requires that states and school districts test 95 percent of students on year-end tests in grades 3-8 and for end-of-course tests in high school.

Important information is gathered from each of these assessments to help staff members specifically address the needs of each student. Therefore, Missouri does not have a process for students to "opt out" of statewide assessments, nor does the district have a process for students to "opt out" of district assessments. Missouri school districts are compelled by state and federal statute along with state board of education rule 5 CSR 20-200-210 to assess all students enrolled in the district. Local school boards are required to have an established written policy regarding student participation in state assessments per §160.581.RSMo. Local board policy (IL) is available on the school website.

If you have questions or concerns about our assessments and/or procedures, please don't hesitate to contact me.

Your partner in education,

Dr. Leslie Lause

Associate Superintendent

llaue@hermann.k12.mo.us

573-486-2116 ext. 1306

Dot Schoening, Board President

Jeff Englert, Board Vice President

Kevin Stiers, Board Secretary

Mike Pratte, Board Director

Mark Brooks, Board Director

Tim Schulte, Board Director

Becky Whithaus, Board Director

Leslie Lause, Associate Superintendent

Chip Stutzman, HS Principal

Matthew Mueller, MS Principal

Kendra Brune, EL Principal

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Dear Parent or Guardian,

Our district is required to inform you of certain 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.

- 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.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the achievement level and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met applicable State certification or license requirements at the grade level and subject area in which the teacher has been assigned.

Our district takes pride in providing your student with the best education possible and the most qualified candidates to fill each of our positions. We take appropriate certification very seriously and have high expectations for all of our students and staff.

If you have questions or would like additional assistance, please don't hesitate to contact me.

Your partner in education,

Dr. Leslie Lause

Associate Superintendent

llaure@hermann.k12.mo.us

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**Missouri Department of Elementary and Secondary 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)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

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 the 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.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV(A), Title V
² In compliance with ESSA Title VIII-Part C, Sec. 8304(r)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. 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.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **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.
5. **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).
6. **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 nonpublic 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 Department's 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.

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170 Blue Pride Drive, Hermann, MO 65041

Phone: 573-486-2116

Parent and Employee Notification

On October 22, 1986, President Reagan signed into law the Asbestos Hazard Emergency Response Act (AHERA, Public Law 99-519). The law required EPA to develop regulations which provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. On October 30, 1987, EPA published the Asbestos-Containing Materials in Schools Rule [40 CFR Part 763 Subpart E]. This new rule requires all public and private elementary and secondary schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely fashion. This rule became effective December 14, 1987.

Gasconade County R-I School District (LEA)* conducted a complete inspection of its facilities on May 25, 1988 and the latest re-inspection was conducted in August 2015 utilizing the services of Trutest Environmental Solutions, LLC, PO Box 632, Jackson, MO 63755. The results of these inspections have been included in a management plan. This management plan is available in the administrative offices of the LEA (and in the offices of each school) during normal business hours, without cost or restriction, for inspection by representatives of the EPA and the State, the public, including teachers, other school personnel and their representatives, and parents. The LEA may charge a reasonable cost to make copies of the management plans.

The purpose of the Federal and State regulations is to protect the health and well-being of all persons entering the buildings of the LEA for any reason. The School District takes very seriously the recommendations made in the management plan, which has been sent to and has been approved by the State.

The person in the LEA trained to oversee asbestos activities and ensure compliance is Mr. Dustin Hoener, Director of Facilities. As required in the Rule, Mr. Hoener is the single contact for the public to obtain information about asbestos-related activities in the LEA. You may reach Mr. Hoener at Gasconade Co. R-I School Central Office, 170 Blue Pride Drive, Hermann, MO 65041.

Thank you for your cooperation and understanding.

Dustin Hoener

Director of Facilities

Gasconade Co. R-I School District

170 Blue Pride Drive Hermann, MO 65041

*Local Education Authority

www.hermann.k12.mo.us