



Susan Johnson
Superintendent

Meghan Karr
Asst. Superintendent

Shawn Brown
Asst. Superintendent

Rich Stilley
Business Manager

To: All Parents
From: Susan Johnson, Superintendent
Date: August 24, 2022

Hannibal School District #60 has the responsibility to present various policies/memos/letters and forms to parents. Please review the attached items:

Declaration of Legal Residence/Homeless Enrollment (**Return to Child's Teacher**)

Policy #1.8- Prohibition Against Illegal Discrimination and Harassment

Policy #6.8- Parent/Family Involvement in Instructional and Other Programs

Policy #7.12- Student Health Services and Requirements

Policy #7.24- Bullying

Memo regarding School Notification System

Memo regarding School Security

Memo regarding Asbestos-Containing Materials in the Hannibal Schools

Memo regarding SISK12 Parent Portal access

Letter regarding ESSA Parent Right to know

ESSA Complaint Procedures

Parental Information and Resource Center (PIRC)

Clarity Healthcare/PFH School-Based Health Centers FAQ Sheet

The Following policies are on our website www.hannibal60.com

If you would like a hard copy of a policy, please contact your building principal or secretary.

Policy #6.19- Assessment Program

Policy #7.19- Surveying, Analyzing or Evaluating Students

Policy #7.22- Student Records

Policy #8.10- Public Complaints or Concerns

McKinney-Vento: Overview and Services Information

McKinney-Vento Act – Definition of Homelessness:

- ❖ Homeless children and youth are individuals who lack a **fixed, regular and adequate** nighttime residence.
 - *Sharing the housing of others (“doubled-up”) due to loss of housing, economic hardship, or a similar reason;*
 - *Living in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;*
 - *Living in emergency and transitional shelters;*
 - *Awaiting foster care placement;*
 - *Unsheltered;*
 - *Unaccompanied youth who have runaway or who are denied housing by their guardians*

Main Themes of McKinney-Vento

- ❖ School stability
- ❖ School accesses
- ❖ Support for academic success
- ❖ Child-centered, best interest decision making

McKinney-Vento Requires Districts to:

- ❖ Appoint a Homeless Coordinator
- ❖ Actively identify homeless children & youth
- ❖ Determine school of best interest with family
- ❖ Provide transportation to school of best interest
- ❖ Remove all barriers to enrollment & success
- ❖ Inform parents, school staff, and others of rights of homeless students
- ❖ Facilitate resolution of disputes

Educational Protections:

- ❖ Immediate enrollment, even lacking paperwork
- ❖ Concepts of “school of origin” and “school of best interest”
- ❖ Right to transportation
- ❖ Right to comparable and non-segregated services
- ❖ Right to complete the school year at one school if feasible
- ❖ Access to free breakfast and lunch program
- ❖ Access to Title 1 services

Additional Services the Hannibal School District may provide to Homeless Students:

- ❖ Outreach, case management, and support services
- ❖ School supplies, backpacks, school clothes and other daily living and enrichment items

McKinney-Vento: Overview and Services Information

- ❖ Tutoring to help students catch up and stay current
- ❖ Funds for activity and educational field trip fees
- ❖ Funds to replace textbooks, library books,
- ❖ Funds to purchase books for students to own through school book fairs and Barnes and Noble
- ❖ Transportation for students to attend school, extra-curricular activities, and tutoring
- ❖ Transportation for families to attend conferences and school events
- ❖ Funds to purchase birth certificates
- ❖ Hygiene items
- ❖ Mental health counseling
- ❖ Scholarships for before- and after-school programs
- ❖ Scholarships for participation in early childhood education programs
- ❖ Shelter-based early literacy activities

Hannibal School District #60 may access private donations to help homeless students with:

- ❖ Graduation expenses
- ❖ Yearbooks
- ❖ School pictures
- ❖ Class rings
- ❖ Recreational field trips
- ❖ Prom/Homecoming outfits

ADDITIONAL INFORMATION:

- National Center for Homeless Education (NCHE) www.serve.org/nche
- DESE - Division of School Improvement: Homeless Children and Youth
<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/homeless/index.html>
- The National Center on Family Homelessness www.familyhomelessness.org
- National Coalition for the Homeless www.nationalhomeless.org
- National Law Center of Homelessness and Poverty (NLCHP) www.nlchp.org
- National Association for the Education of Homeless Children and Youth (NAEH CY)
www.naehcy.org

Hannibal Alliance for Youth Success (HAYS) is a resource and partner with the district in supporting homeless youth and families.



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DECLARATION OF LEGAL RESIDENCE/HOMELESS ENROLLMENT

Name of Student		Name of Individual with Whom Student Resides		
Student Home Address	Grade	Phone Number	School	

To be eligible for admission to the Hannibal School District #60 (167.020 RSMo), the student must live in the district and is domiciled there. The domicile of the student shall be that of the student's parent, military guardian pursuant to a military guardianship, or court-appointed legal guardian.

Check One:

- The above student resides with their parent in the Hannibal School District.
- The above student resides with their legal guardian in the Hannibal School District (**A copy of the court order appointing the legal guardian must be provided.**)
- The above student resides with a military guardian in the Hannibal School District (SB944).
- The above student meets the eligibility to be called Homeless (person less than 21 years of age who lacks a fixed, regular and adequate nighttime residence, including a student who is living on the street, living in a community shelter facility, etc.)
 - Are you sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons? Yes__No__
 - Are you currently residing at a motel , hotel, in a car, or at a campsite because your home has been damaged, or because of economic reasons? Yes__No__
 - Are you currently residing in a shelter? Yes__No__
 - Are you currently living in temporary housing arrangement due to economic hardship? Yes__No__

In the event that a student should have a hardship with good cause, they should apply for a waiver at the Board of Education office, 4650 McMasters Avenue.

1. I declare that my legal residence is that given above and the student named above lives with me full-time at the address given above. I also declare that the information stated above is correct and give permission for the school official to verify if questions arise.
2. I understand that if this student is admitted under false information, she/he is not legally enrolled and will not be allowed to continue attending school.
3. I understand that if there is any complaint about this student's residence or any reason for the school district to believe enrollment is not permissible under the Public School Law of Missouri or Hannibal School District policies, the district will take action to further verify residence, including but not limited to, follow-up visits by school officials.
4. I understand that **retroactive tuition** can be charged if my residence is found to be in non-compliance with school law.

I hereby certify that I have read the above statements and understand that I am required to list my present home address. I further certify by my signature that the information I have provided on this form is true and correct and that I shall notify the school if my address is changed at any time during the school year.

Signature of Parent, Legal Guardian, Military Guardian

Date

895/20



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Homeless Enrollment Form

The term "homeless children and youth"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and

B. includes —

- i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

These questions cover the definition of homelessness that is within the Every Student Succeeds Act (ESSA).

1. Are you sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason? Explain if it is a similar reason. ___ yes ___no

Explain: _____

2. Are you currently residing at a motel, hotel, trailer parks, or camping grounds due to the lack of alternative adequate accommodations? ___ yes ___no

3. Are you currently residing in an emergency or transitional shelter? ___ yes ___no

4. Has the student been abandoned in a hospital? ___ yes ___no

5. Is your primary nighttime residence a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings? ___ yes ___no

6. Are you currently living in a car, park, public space, abandoned buildings, substandard housing, bus or train station or similar setting? ___ yes ___no

PROHIBITION AGAINST ILLEGAL DISCRIMINATION AND HARASSMENT**General Rule**

The Hannibal 60 School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. In accordance with the 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 Hannibal 60 School District is an equal opportunity employer.

The Board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a) Make complaints of prohibited discrimination or harassment.
 - b) Report prohibited discrimination or harassment.
 - c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning prohibited discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy.

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law. In accordance with this policy and as allowed by law, the district will investigate and address discrimination, harassment and retaliation that negatively impact the school environment, including instances that occur off district property or are unrelated to the district's activities.

Additional Prohibited Behavior

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

Boy Scouts of America Equal Access Act

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

School Nutrition Programs

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the U.S. Department of Agriculture (USDA) Food and Nutrition Service. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Interim Measures

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

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported immediately to the CD.

Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may provide additional training to students and employees, check to assess the environment in the district.

Definition

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

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

Harassment - A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic protected by law or a belief that such a characteristic exists: graffiti; display of written material or pictures; name calling; slurs; jokes; gestures; threatening, intimidating or hostile acts; theft; or damage to property.

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

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.

4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Genderbased harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

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

Compliance Officer

The Board designates the following individual to act as the district's compliance officer:

Assistant Superintendent
4650 McMasters
573-221-1258
573-221-2994
mkarr@hannibal60.com

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Business Manager
4650 McMasters
573-221-1258
573-221-2994
rstillley@hannibal60.com

The compliance officer or acting compliance officer will:

The compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, harassment and retaliation in the Hannibal 60 School District.
3. Serve as the district's designated Title IX, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.

4. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences.
5. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
6. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
7. Communicate regularly with the district's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
8. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the superintendent or the Board.
9. Seek legal advice when necessary to enforce this policy.
10. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
11. Make recommendations regarding changing this policy or the implementation of this policy.
12. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.
13. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.
14. Perform other duties as assigned by the superintendent.

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the Hannibal 60 School District does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

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

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

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

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination and harassment between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. The administrator has the ability to immediately discipline a student for any behavior that otherwise would lead to disciplinary action in accordance with the district's discipline policy. The administrator will report all incidents of harassment and discrimination to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance. The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is

filed, the investigation and complaint process detailed below will be used.

Investigation

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

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

Grievance Process Overview

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

Grievance Process

1. Level I - A grievance is filed with the district's compliance officer. The

compliance officer may, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.

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

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

2. Level II - Within five (5) working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the matter when appropriate.

Within ten (10) working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who filed the grievance will be notified in writing, in accordance with law and district policy, regarding whether the policy has been violated.

3. Level III - Within five (5) working days after receiving the Level II decision, the person filing the grievance may appeal the superintendent's decision to the Board by notifying the Board secretary in writing. The person filing the grievance will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board's decision and any actions taken are final. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance will be notified in writing, in accordance with law and district policy, regarding whether the policy has been violated.

Confidentiality and Records

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

Training

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

***MSBA – AC
Replaces 1.2 & 1.3***

Adopted: Hannibal Board of Education, October 17, 2007

Revised: Hannibal Board of Education, July 18, 2012

Revised: Hannibal Board of Education, July 16, 2014

IGBC - PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

The Hannibal 60 School District Board of Education believes that engaging parents and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community.

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

Missouri Parent and Family Involvement and Engagement Goals

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

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

Title I Program Parent and Family Involvement and Engagement

District Policy

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

1. Involve parents and family members in the joint development of the Title I program plan. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist and build the capacity for all Title I schools in planning and implementing effective parent and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Coordinate and integrate Title I parent and family involvement and engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parent and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. The evaluation will include identifying:

Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.

Strategies to support successful school and family interactions.

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

School Policy

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

1. The policy must be made available to the local community and distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.

2. The policy shall be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.

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

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

Timely information about Title I programs.

A description and explanation of the curriculum.

The forms of academic assessment used to measure student progress.

The achievement levels of the Missouri Learning Standards (MLS).

Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Timely responses to suggestions.

4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:

Describe the school's responsibility to provide highquality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.

Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and

television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.

Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parentteacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, twoway, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

Building Capacity for Involvement

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

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

6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

Accessibility

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

Policy Evaluation

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

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

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

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

MSBA - IGBC

Adopted: Hannibal Board of Education, September 21, 2005

Revised: Hannibal Board of Education, October 17, 2018

7.12

Student Health Services and Requirements

The Board of Education will provide for the health and physical well-being of students through the establishment of a districtwide student health services program in the school district. The district nursing staff has oversight of the coordinated student health services program and will work with the School Health Advisory Council (SHAC). The SHAC shall be composed of a school nurse, a counselor and appropriate members of the community. Meetings, records and votes of the SHAC will adhere to the requirements of the Missouri Sunshine Law. The purpose of the district health services program is to help each student attend school in optimum health and to benefit from the school experience.

Nurses will be employed to staff the health services program. They shall serve under the direction of the building principal and, if necessary, under the supervision of qualified medical personnel. All contacts with parents/guardians regarding health services will be made by the nurse, the principal or his or her designee. The school nursing staff will provide the following services:

1. Administer laws that protect the health of children attending public schools in Missouri, including:
 - a. Immunization against certain contagious diseases, with certain exceptions.
 - b. Exclusion from attendance of students having contagious diseases.
 - c. Reporting the presence or suspected presence of diseases mandated for reporting by law.
2. Emergency first aid treatment for accident or illness occurring during the school day.
3. The administration of medication, pursuant to Board policy, including training unlicensed personnel in the administration of medications. A qualified member of the nursing staff is responsible for developing procedures for the training of unlicensed personnel as well as devising protocols for the administration of medications by unlicensed personnel. In accordance with law, qualified employees will be held harmless and immune from civil liability for administering medication, medical services or lifesaving methods in good faith and according to standard medical practice. A qualified employee is one who has been trained to administer medication according to standard medical practice.
4. Assistance in carrying out the district's responsibilities outlined in section 504 plans, Individualized Health Plans (IHPs) or Individualized Education Programs (IEPs).
5. Guidance and counseling concerning health problems of students.
6. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will ensure that the school principal has access to all student health records. The nurse will store health records in a secure location, and any health information provided orally will be reduced to writing and stored appropriately. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need

to know the information. Student records will be stored and disclosed in accordance with Board policy.

7. Age-appropriate health education in the district's instructional program, in accordance with Missouri School Improvement Program (MSIP) Standards and Missouri Grade-Level Expectations (GLEs), including information about the prevention and control of communicable diseases, the use of universal precautions, allergy prevention and response, blood-borne pathogens, and handling of bodily fluids. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may provide this information directly to parents/guardians, but not to students.
8. Screening tests for vision, hearing, scoliosis and lice.
9. Notification of the school principal if informed of a condition that could require accommodation under federal law.
10. Maintenance of copies of the Material Safety Data Sheet (MSDS) for all pesticides used in the district.
11. Development and annual review of a Health Services Plan.
12. Training staff as necessary to implement the district's health and safety program.

NOTE: The district and its agents may not provide contraceptive devices or contraceptive drugs. (Referral to the family practitioner for such devices or drugs will only be in accordance with the parental notification checklist requirements of state law.)

Physical Examinations and Screenings

"Screening" is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screening tests for various health conditions (such as vision, hearing and scoliosis) will be conducted in accordance with administrative procedures. Students may also be weighed and measured. Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's progress or health.

In general, the school district will not conduct physical examinations of a student without parental consent to do so unless the health or safety of the student or others is in question or unless by court order.

Further, parents will be notified of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance.
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other

students.

Parents or eligible students will be given the opportunity to opt out of the above-described nonemergency, invasive physical examination or screening.

As used in this policy, the term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Missouri State High School Activities Association will be required to follow the rules of that organization.

All parents will be notified at least at the beginning of the school year of the district's policy on physical examinations and screening of students. Parents will also be notified within a reasonable period of time after any substantive change in the policy.

MSBA: JHC
Same as Policy 6.52

Adopted: Hannibal Board of Education, August 17, 2011

FILE: JFCF

BULLYING

General

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

Definitions

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

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

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

Designated Officials

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

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

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

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

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

Investigation

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

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

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

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

Consequences

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

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

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

Policy Publication

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

Training and Education

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

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

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

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

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

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

Additional School Programs and Resources

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

* * * * *

Adopted: Hannibal Board of Education, August 15, 2007

Revised: Hannibal Board of Education, January 19, 2022



Hannibal School District #60



4650 McMasters Avenue, Hannibal, MO 63401 Phone: (573) 221-1258 Fax: (573) 221-2994

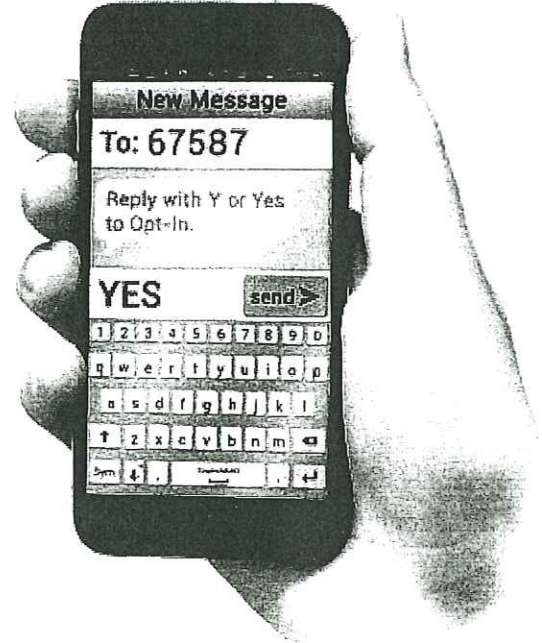
Parents and Guardians

Please take advantage of our Text Messaging Service

Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more.

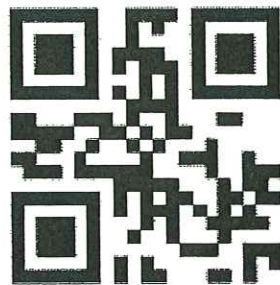
You can participate in this free service* just by sending a text message of "Y" or "Yes" to our school's short code number, **67587**.

You can also opt out of these messages at any time by simply replying to one of our messages with "Stop".



SchoolMessenger is compliant with the Student Privacy Pledge, so you can rest assured that your information is safe and will never be given or sold to anyone.

**Opt-In from
your mobile
phone now!**



**Just send
"Y" or "Yes"
to 67587**

i *Information on SMS text messaging and Short Codes:*

SMS stands for Short Message Service and is commonly referred to as a "text message". Most cell phones support this type of text messaging. Our notification provider, SchoolMessenger, uses a true SMS protocol developed by the telecommunications industry specifically for mass text messaging, referred to as "short code" texting. This method is fast, secure and highly reliable because it is strictly regulated by the wireless carriers and only allows access to approved providers. If you've ever sent a text vote for a TV show to a number like 46999, you have used short code texting.



Susan Johnson
Superintendent

Meghan Karr
Asst. Superintendent

Shawn Brown
Asst. Superintendent

Rich Stilley
Business Manager

Date: August 24, 2022

To: Parents/Guardians

From: Rich Stilley, Business Manager

A handwritten signature in black ink that reads "Rich Stilley".

RE: Hannibal Public School Building Entry Format

As the 2022-2023 school year rapidly approaches, I want to reiterate to all of our District stakeholders that the safety of all students, faculty and staff is of utmost priority for the Hannibal Public Schools. To that end, a standard line of questions will be asked of all visitors to any of the Hannibal Public Schools buildings.

These questions have been developed with the cooperation of local law enforcement to increase the safety of our building's students and staff. The questions are brief and must be answered before entry into a building will be allowed. When requesting entry to a building, please be prepared to state your full name, your student's full name, grade and the purpose of your visit.

These questions will be asked of you each and every time that you visit, even if we recognize you. In some rare or random cases, you may be requested to show identification to enter a building. In addition to the above, each individual building Director and/or Principal may incorporate additional safety and security procedures tailored to meet the specific needs of their building.

The Administrative Team and the Board of Education appreciate your patience for this small inconvenience that will result in increased safety for our buildings and your students. Thank you for your time and consideration with this matter.

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4650 McMasters Ave,
Hannibal, MO 63401
(573) 221-1258
www.hannibal.k12.mo.us



Susan Johnson
Superintendent

Meghan Karr
Asst. Superintendent

Shawn Brown
Asst. Superintendent

Rich Stilley
Business Manager

DATE: August 24, 2022

TO: Parents and/or Guardians in the Hannibal Public Schools

FROM: Rich Stilley, Business Manager

SUBJECT: Asbestos-Containing Materials in the Hannibal Schools

All school districts in the United States are required by the Federal Government to inspect for Asbestos Containing Building Material (ACBM) and report to employees and parents the results of those inspections. The district performs a visual inspection every 6 months, and a mandated re-inspection is required every three years by a qualified, independent company. Poepping Stone Bach & Associates, Inc. of Quincy, Illinois performed the mandated re-inspection on August 13, 2021.

All other remaining ACBM have not been disturbed since the previous report and their level of repair is unchanged. These reports may be viewed in my office during the normal school day from 7:30 a.m. to 4:30 p.m.

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Susan Johnson
Superintendent

Meghan Karr
Asst. Superintendent

Shawn Brown
Asst. Superintendent

Rich Stilley
Business Manager

Date: August 24, 2022

To: Hannibal School District Parents/Guardians

From: Rich Stilley, Business Manager

A handwritten signature in black ink that reads "Rich Stilley".

RE: Parent Portal

Today's family is always on the go, meaning that it's not always possible for parents to access a laptop or desktop computer throughout the day. Parents, guardians, and district employees need to be able to access their students' school information from their mobile devices, and they need that information to be comprehensive, up-to-date, and easy to understand.

The Hannibal School District #60 and Tyler SISK12 offer a powerful mobile-capable portal for our district: Student 360. This solution offers 2 ways to access student information: 1) via the web on PCs or tablets and/or 2) via a smartphone application. Both versions feature comprehensive functionality, a touch-friendly interface and updated information that are clear and intuitive.

The Tyler SIS Student 360 portal provides access to the full spectrum of student information, including;

- Announcements
- Homework assignments
- Meal purchases and account balances
- real-time gradebook and report card grades

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Susan Johnson
Superintendent

Meghan Karr
Asst. Superintendent

Shawn Brown
Asst. Superintendent

Rich Stilley
Business Manager

Dear Parent or Guardian:

The Hannibal School District #60 is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

- 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 level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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(a)(3)(C)

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.



HANNIBAL SCHOOL DISTRICT NO. 60 ADMINISTRATIVE OFFICES

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Parental Information and Resource Center

The Parental Information and Resource Center program is funded by the U.S. Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A. funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half of their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent programs.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has 2 PIRCs - one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>.

Clarity Healthcare/PFH School-Based Health Centers FAQ Sheet for Parents

What are school-based health centers?

School-Based Health Centers are located in the school district and students are provided with primary care and behavioral health services via telehealth or by a nurse practitioner on site depending on the school district. Please contact your school or Clarity Healthcare for the services offered in your school.

What is telehealth?

Telehealth is a method of providing healthcare remotely with an internet connection, web camera and specialized medical equipment to connect patients with licensed providers.

What are the benefits of using School-Based Clinics?

School-Based Clinics allow your child to be connected to medical and/or behavioral health care while he or she is still at school. This means your child gets care more quickly and misses fewer school days, while you miss fewer days of work.

What is the goal of School-Based Clinics?

To help schools reduce the number of days children and faculty miss school for health-related issues by providing an on-site clinic that is easy and affordable to access.

How do School-Based Clinics work for students?

When a student is sick, he or she will be sent to the school nurse for evaluation. If the school nurse finds your child's ailment is able to be treated by a licensed provider through a telehealth visit or by a NP on site, depending on the school, **the school nurse will contact you before the student is seen.**

If telehealth, a licensed provider will examine your child using a web camera and specialized equipment. You can participate in this visit with your child, either in-person or through a video connection.

What if my child has a primary care doctor?

A School-Based Health visit will not change your child's primary care provider.

What types of conditions can be treated?

Currently, we diagnose and treat common acute illnesses such as cough, cold, sore throat, ear infection, rash, warts, and pink eye. Additional services such as asthma care, diabetes care, rapid strep testing, and influenza testing can be done.

Do you write prescriptions?

If a prescription is required, it will be sent electronically by the licensed provider to the pharmacy of your choice.

How much does it cost?

School-Based visits are billed through your insurance as any doctor appointment. If a student does not have insurance, a sliding scale service is provided. If a student is on free or reduced lunch, there is no charge for the services.

How do I enroll my child for this service?

It's easy. You can find enrollment paperwork at your school, on your school district website, or on Clarity Healthcare's website. After completing paperwork, return it to your school and a representative from Clarity Healthcare will pick it up. **Filling out the paperwork does not mean your child will be treated without your consent. You will ALWAYS be contacted prior to any visit for primary care services.** Filling out the paperwork will save you time if you decide to use the services.

When are School-Based Services available?

This service is available during normal school hours. If your child's school is closed due to inclement weather, holidays, etc., School Clinics will also be closed.

Will my child's primary care provider receive information from the visit?

If you have signed the consent for your child's primary care provider, the information from the visit will be sent to that provider.

If I'm unable to attend the appointment, how will I know what the plan of care is.

The nurse practitioner who saw your child will call you after the appointment to update you.

What if my child needs therapy services?

Please contact your school counselor and discuss your child's needs. They will make a recommendation to Clarity Healthcare's School-Based Intake and Sarah will call you to acquire more information and to schedule the initial appointment at a time convenient for you. The therapist will schedule follow up appointments.

Who do I contact if I have additional questions?

For additional questions about our school-based clinics, please call Corby at 573-603-1460 extension 2326. Hannibal School District Patrons can call the PATCH Center at 573-719-3247.