

Federal Program Notices
Public Notices
Local Surveys



Perry County School District #32
326 College Street
Perryville, MO 63775

PRIVACY RIGHTS OF PARENTS AND STUDENTS

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

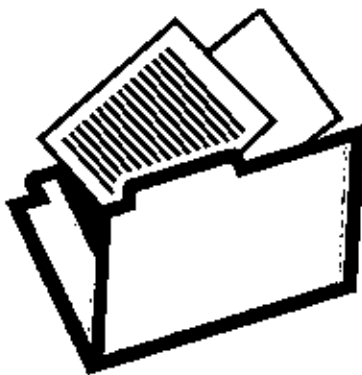
Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

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

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

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

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



EQUAL OPPORTUNITY AND NONDISCRIMINATION IN COMPLIANCE WITH FEDERAL PROGRAMS

Anti-Discrimination Law Compliance

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

Collateral Prohibitions

As part of this obligation, the Board is also prohibited from and declares a policy against:

1. Retaliatory actions based on making complaints of prohibited discrimination or participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination;
2. Aiding, abetting, inciting, compelling or coercing discrimination; and
3. Discrimination against any person because of such person's association with a person protected from discrimination due to one or more of the above-stated characteristics.

Compliance Officer Appointment

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

Director of Special Services
Perry County #32 School District
326 College Street
Perryville, MO 63775-2699

Reporting and Complaint

Complaints and reports regarding discharge of the duties summarized in this policy should be addressed to the compliance coordinator. Any employee of the District or member of the Board who becomes apprised of a possible violation of this policy must report the matter to the coordinator. In the event the compliance coordinator is the subject of a report that would otherwise be made to the compliance coordinator, reports should instead be directed to the Superintendent who will assume the coordinator's duties for the purpose of that complaint.

Grievance Procedure and Resolution of Complaints

The administration will establish an effective grievance procedure and take any other actions necessary to carry out this policy with due regard for the substantive and procedural rights of all parties concerned.

Confidentiality and Records

To the extent permitted by law, any public record held by this District that is generated or received pursuant to this policy shall be closed and available only to the Board acting as a quorum, a committee appointed by the Board to carry out this policy on a permanent or ad hoc basis, the compliance coordinator and other administrators whose duties require access to the record in order to carry out this policy. Such persons may share access, on an individual basis, to such records with complainants or participants in a grievance or other resolution, only to the extent such disclosure promotes the purposes of this policy and is not prohibited by FERPA or any other law. Certain other limited disclosures may be required when material in the records is integral to an action affecting a constitutionally recognized property or liberty interest.

Public Notice and Dissemination

A copy of this policy will be posted in a public area of each building used for instruction and/or administrative offices. A copy of this policy will also be distributed annually to employees, parents/guardians and students. The administration is directed to further publicize this policy and provide for such training or instruction as necessary to ensure district-wide compliance with anti-discrimination laws, including instruction in recognizing behavior indicative of a violation of this policy.

Limitations

Nothing in this policy shall be construed as creating a cause of action. Neither the proscriptions of nor actions taken under this policy shall on that basis stop the Board from fully arguing for or against the existence of any fact and the scope or meaning of any law in any forum.

INTERVIEWS, INTERROGATIONS AND REMOVAL FROM SCHOOL

Interview or Interrogation

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

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

Removal of Students From School

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

Searches by School Personnel

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

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

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

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

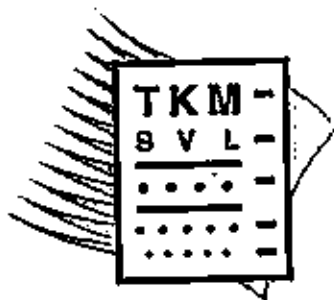
Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may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



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (Statute: 20 U.S.C. Sec. 1232g, Regulations: 34 CFR Part 99)

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

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



STUDENT HEALTH SERVICES

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

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

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

The District has determined that certain functions of the District are covered functions and thus the District is a covered entity under HIPAA. The District is covered in two ways. The District is a "health plan" as defined by HIPAA, and the District is also a "health care provider" as defined by HIPAA. The District declares itself to be a "hybrid entity," which means that only the covered functions of the District's operations, i.e., group health plan and student health services, are subject to HIPAA.

The HIPAA Privacy Rules expressly excepts from coverage student records covered by the federal law known as the Family Educational Rights and Privacy Act (FERPA). Such records are not governed by HIPAA even if they contain individually identifiable health information.



ASSESSMENT PROGRAM

The Board supports the establishment of a District-wide educational assessment program as one indication of the success and quality of the total education program in the District. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the District-wide assessment program are to facilitate and provide information for the following:

1. *Student Achievement* - To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Counseling* - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. *Instructional Change* - To provide data which will assist in the preparation of recommendations for instructional program changes to:
 - a. help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. help the professional staff formulate and recommend instructional policy; and
 - c. help the Board adopt instructional policies.
4. *School and District Evaluation* - To provide indicators of the progress of the District toward established goals.

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 implement the components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. 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.

The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students. The Board, in cooperation with the administrative and instructional staff, will annually review student performance data and use this information to evaluate the effectiveness of the District's existing curricular and instructional programs, making adjustments as necessary.

The needs of these various groups shall be clearly identified, and the assessment program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with the recommendations and regulations of the Missouri Department of Elementary and Secondary Education concerning assessment programs, the District will focus on the administration of criterion-referenced tests in assessing basic competencies. The District will also incorporate traditional and performance-based test-taking strategies in the instructional process.



Confidentiality will be maintained with regard to the individual test scores and other information derived from the District's assessment program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of the standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff. These tabulated results may only be released as required by law.

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

Student Participation in Statewide Assessments

The District must evaluate student progress after the initial assessment and report the progress in the aggregate at the building level as part of the annual report issued to patrons of the District. The District is required to report only the scores of students meeting the District's attendance policy and no report shall disclose student achievement data in such a manner that would personally identify any student. The District may establish a system of rewards and punishments designed to encourage the students of this District to give their best efforts on each portion of any statewide assessment established by law.

Student Academic Achievement - Promotion and Retention

The Superintendent, in cooperation with the professional staff, shall develop administrative guidelines for the promotion, acceleration and retention of students at the elementary, middle school and senior high levels. General guidelines are as follows:

Elementary School

1. Promotion from any grade will be upon the recommendation of the classroom teacher to the principal. In recommending promotion or retention, state-mandated requirements for certain primary students will be considered.
2. The procedure for promoting or retaining elementary students shall be as follows:
 - a. Any elementary school student whose work is not acceptable may be retained in the same grade for the ensuing school year. Unacceptable work could also include developmental, emotional and social issues.
 - b. No elementary school student may be retained in the same grade without approval of the teacher and the principal.
 - c. Generally, an elementary school student may not be retained in a grade more than once during five (5) years of elementary education. Retention should occur at the lowest grade level possible. In extreme cases, however, a student may be retained twice. In no case shall a student be more than two (2) years out of his/her age group.
 - d. In the event that a student is doing substandard work, the parent/guardian shall be notified as early in the school year as possible.
 - e. In the case of chronic absence, a student may be retained. However, the principal and the teacher must concur with the decision to retain the student in the grade.
3. Parents/guardians must be contacted and a conference arranged as early in the school term as possible when a student's progress is unsatisfactory and retention in the grade is possible.
4. At the end of each school term, each elementary principal shall send to the Superintendent's office a list of students who have been retained in the grade, along with a summary of the difficulties these students experienced.

Middle School

1. Promotion from any grade will be upon the recommendation of the classroom teacher or teachers to the principal.
2. The procedure for promoting or retaining middle school students shall be as follows:
 - a. Any middle school student whose work is not acceptable may be retained in the same grade for part or all of the ensuing school year.
 - b. No middle school student may be retained in the same grade without approval of the teacher and the principal.
 - c. Generally, a middle school student may not be retained in a grade more than once. In extreme cases, however, a student may be retained twice. In no case shall a student be more than two (2) years out of his/her age group.
 - d. In the event that a student is doing substandard work, the parent/guardian shall be notified as early in the school year as possible.
 - e. In the case of chronic absence, a student may be retained. However, the principal and the teacher must concur with the decision to retain the student in the grade.
3. Parents/guardians must be contacted and a conference arranged as early in the school term as possible when a student's progress is unsatisfactory and retention in the grade is possible.
4. At the end of each school term, each middle school principal shall send to the Superintendent's office a list of students who have been retained in the grade, along with a summary of the difficulties these students experienced.

Senior High School

Students must complete a minimum of six (6) credits per year to be promoted to the next grade level. Students may remain at any grade level for more than one (1) year.

Parents/guardians will be contacted as early as possible if the student is in danger of failing for the grading period. Parents/guardians will be requested to contact the school for an appointment to discuss the situation. At the end of the school term, the principal shall send to the Superintendent's office a list of the students who have been retained along with a summary of the difficulties these students have experienced.

READING LEVELS AND STATE-MANDATED RETENTION

Third Grade Students

Third grade students who cannot demonstrate a reading level at or above the third grade level will be administered a reading assessment within forty-five (45) days of the end of their third grade year.

If this assessment reflects that the student is reading below the second grade level, the District will design and implement a reading improvement plan for the student's fourth grade year. The reading improvement plan must include a minimum of thirty (30) hours of additional reading instruction or practice outside the regular school day during the fourth grade year. In addition, the District may require the student to attend summer school for reading instruction as a condition of promotion to the fourth grade.

Fourth Grade Students with Reading Improvement Plans

Within forty-five (45) days of the conclusion of the fourth grade year, the District shall administer another reading assessment to those fourth grade students for whom reading improvement plans had been designed.

If this assessment reveals that the student is reading below a third grade level, the student shall be required to attend summer school to receive supplemental reading instruction. At the conclusion of summer school, the student shall be given another reading assessment. If the student is still reading below third grade level, the student shall not be promoted to fifth grade.

Students shall not be retained more than once on the basis of their inability to satisfy the third grade or fourth grade reading standards. However, the District may, at its discretion, retain any student with a reading improvement plan who has not completed summer school for supplemental reading instruction.

Fifth and Sixth Grade Students

The reading assessment process shall be repeated on a yearly basis through the end of students' sixth grade years, accompanied by a corresponding increase in the required reading level.

The reading assessment process will also be applied to students who initially enter the District in grades four, five or six and who have been determined to be reading below grade level.

The permanent record of students who are determined to be reading below the fifth grade level at the end of the sixth grade shall carry a notation stating that the student has been unable to meet the minimal reading standards. That notation will be removed from the student's record once the District determines that he or she has met the standards.

Exceptions

The following students are exempt from the reading assessments:

1. Students receiving special education services under an Individualized Education Program (IEP) pursuant to §162.670, RSMo.
2. Students who are receiving special education services pursuant to Section 504 whose service plan includes an element addressing reading.
3. Students who have limited English proficiency.
4. Students who have insufficient cognitive ability to meet the reading requirements. However, a reading improvement plan shall be provided for these students in accordance with law.

Appeal of Retention Decisions

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

HARASSMENT

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

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

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

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

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

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

CIVIL RIGHTS, TITLE IX, SECTION 504

The District assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with who the District does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines and standards lawfully adopted under the above statutes by the United States Department of Education.

The District shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The District may designate one employee to serve as both the Title IX and Section 504 Coordinator. In that case, that individual must assume the responsibilities of both coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the District to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

This policy and the corresponding regulation do not pertain to the identification, evaluation or placement of students under Section 504. The topics of the identification, evaluation and placement of students under Section 504 are addressed in the following separate District policies and regulations: Policy and Regulation 2110 - Equal Education Opportunity, and Policy and Regulation 6250 - Instruction for Students with Disabilities.

NOTICE OF NONDISCRIMINATION

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with Perry County School District #32 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, disability or age in admission, access to, treatment, or employment in its programs and activities.

Any person having inquiries concerning Perry County School District's compliance with the regulations implementing these Prohibitions is directed to contact the Director of Special Services, at (573) 547-7500, extension 243, who has been designated to coordinate Perry County School District's efforts to comply with the regulations implementing Title IX and Section 504.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding Perry County School District's compliance with the regulations implementing Title IX or Section 504.

INSTRUCTION FOR STUDENTS WITH DISABILITIES

It is the policy of the District to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who are in need of special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

The District will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B of the IDEA. For appeal procedures and information as to where to obtain a copy of the District's 504 Procedural Safeguards regarding identification, evaluation or educational placement of a student under Section 504, refer to Regulation 2110 - Equal Education Opportunity.

When providing print materials to students with visual impairments, the District will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.

SERVICES FOR STUDENTS WITH DISABILITIES

It is the policy of the District to develop an individualized educational plan (IEP) for each public school student with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act.

The District will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995 RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s)) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

EARLY CHILDHOOD SPECIAL EDUCATION

The critical importance of the early years in determining the educational development of children is recognized by the Board. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool age children are encouraged.

HOMELESS STUDENTS

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

MIGRANT STUDENTS

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

GIFTED AND TALENTED STUDENTS

The Board of Education directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K-12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area, including Department of Elementary and Secondary resources for Gifted and Talented Education.

AT-RISK STUDENTS

The Board of Education directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education, among others, as resources for curriculum development for students at-risk.



ENGLISH LANGUAGE LEARNER (ELL)

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the District will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include:

1. **Language Minority (LM)** - Students who come from a background where English is not the student's first language, or where the primary language of the home is not English, or both.
2. **Limited English Proficient (LEP)** - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

To ensure that parents/guardians are properly notified of the ELL program, all new and enrolling students are to be given the Student Home Language Survey (Form 6180). The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

EQUAL OPPORTUNITY EMPLOYMENT

The Board of Education of the School District is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

TRUANCY AND EDUCATIONAL NEGLECT

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

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

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

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

TITLE I GRIEVANCE PROCEDURE

Any parent, other individual, or organization alleging a violation of state or federal laws, rules, or regulations or an approved application by the District in the administration of Title I shall file with the Superintendent a written complaint containing the specific nature of the alleged violation, the time and place of the violation, and related details of the alleged violation. The Superintendent shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the Superintendent's response shall be provided to each member of the Board of Education. If complainant is not satisfied with such response, he or she may submit a written appeal to the Board indicating with particularity the nature of disagreement with the response and his/her reasons underlying such disagreement.

The Board shall consider the appeal at its regularly scheduled board meeting following receipt of the response. The Board shall permit the complainant to address the Board in public or closed session, as appropriate and lawful, concerning his/her complaint and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction shall be filed within fifteen (15) working days following resolution of the complaint by the Board with the state director of Title I. The state director of Title I will initiate an investigation, determine the facts relating to the complaint and issue notice of his/her findings to the Board and the complainant. If the findings support the allegations of the complainant, the Board will be requested to take corrective action. If the findings support actions taken by the Board of Education, the Board's action will stand.



RELIGIOUS EXPRESSION

The District is committed to provide educational services and to maintain a learning environment, which does not limit or deny participation in constitutionally protected prayer or other protected religious expression. Consistent with the provisions of the First Amendment, the District and its employees, who are engaged in official duties, will not sponsor any religious activity or expression. Conversely, the District and its employees, who are engaged in official duties, will not discourage or preclude religious expression that is privately initiated, consistent with this policy and regulation. (For Board policy regarding instruction and religious or controversial issues, refer to Policy 6242 - Religious or Controversial Issues.)

To comply with the No Child Left Behind Act of 2001 (NCLB), the District must certify in writing to the Missouri Department of Elementary and Secondary Education by October 1 annually that the District has no policies that prevent or otherwise deny participation in constitutionally protected prayer by students or employees.

Assurance Statement

As a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer by students or employees, as detailed in the guidance provided by the U.S. Department of Education.

The Perry County School District hereby certifies that it has no policies or practices that prevent or deny participation in constitutionally protected prayer.



STUDENT SAFETY

The District places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. (See also Regulation 2610 - Behavioral Expectations.) In addition and pursuant to the No Child Left Behind Act of 2001, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another District school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

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

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



PROTECTION OF STUDENT RIGHTS

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any student survey, analysis or evaluation shall be available for inspection by parents/guardians of the students. This requirement also applies to the collection, disclosure or use of student information for marketing surveys.

No student shall be required to submit to a survey, analysis or evaluation as part of a school program or marketing survey that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family;
2. Mental and psychological problems of the student or his/her family;
3. Sexual behavior and attitudes;
4. Illegal, antisocial or self-incriminating behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Religious practices and affiliations;
7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

The District will give parents notice of their right to inspect surveys and instructional materials used in educating their children, and of the right to opt their child out of participating in activities that concern any of the above eight areas.



DIVISION OF FAMILY SERVICES

For the purposes of requesting children services, contact the Division of Family Services at 573-751-2882. To report child abuse/neglect, call the Division of Family Services Hotline at 800-392-3738. To assist parents suffering from parental stress, contact the Division of Family Services Helpline at 800-367-2543.



INTERNET ACCESS

1. The only acceptable use of the Internet is for class assignments.
2. Unacceptable uses of the Internet are those which:
 - a. violate the rights of privacy of others;
 - b. violate copyright law;
 - c. spread computer viruses;
 - d. deliberately attempt to degrade or disrupt system performance;
 - e. turn the computers off or modify the operating systems;
 - f. locate, transmit, receive, store or print files or messages that are profane, obscene or that use language that is offensive or degrading to others.

The use of "Chat Rooms", "MUDS", or other sites of strictly entertainment nature are prohibited to students and teachers. Students are not to access e-mail accounts on any of the computers in the library. All e-mail accounts for student use must be approved by the building principal.

Any attempt to violate the provisions of the school district's rules and regulations governing usage may result in revocation of user privileges, suspension, or other disciplinary action appropriate to the circumstances.



ANNUAL ASBESTOS REPORT

District 32 facilities have been inspected by a certified asbestos inspector, as required by AHERA. The inspector located, sampled and rated the condition of hazard potential of all materials in our facilities suspected of containing asbestos. The inspection and laboratory analysis records were given to a management planner certified to develop an asbestos management plan. He has developed an asbestos management plan for our facilities which includes: this notification, education and training of our employees, a set of plans and procedures designed to minimize the disturbance of the asbestos-containing materials, and plans for regular surveillance of the asbestos-containing materials.

A copy of the asbestos management plan is available for inspection in the Board of Education Office during regular office hours. Mr. Kevin Dunn, Superintendent, is our asbestos coordinator, and all inquiries regarding the plan should be directed to him.

We have begun implementing the asbestos management plan. We are intent on not only complying with, but exceeding federal, state and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work.

During 1994, the EPA reviewed the school's plan and found the school district to be in compliance with KPA standards. All buildings were reinspected during the spring of 1999, and the management plan was updated as required by AHERA. All asbestos locations in all buildings were inspected June 2006. No apparent problems were noted. Continued close watch should be maintained on the floor tile in the upper hallway of the old senior high school.



NO CHILD LEFT BEHIND

Perry County School District No. 32 is required to inform you of certain information that you, according to the No Child Left Behind Act of 2001 (Public Law 107-110) have the right to know.

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

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and in the field of discipline of the certification.

Pursuant to the No Child Left Behind Act of 2001 (NCLB), the district notifies parents and students that no student, as part of any federally funded program, without parental consent, shall be required to submit to a survey, analysis or evaluation that reveals: political affiliations; potentially embarrassing mental or psychological problems; sex behavior and attitudes, illegal, anti-social, self-incriminating and demanding behavior; critical appraisals of other individuals with whom there is a close family relationship; legally recognized privileges; income unless required for participation in the program; religious practices, affiliations or beliefs. The student may provide consent if identified as an adult or emancipated minor. Instructional materials used in connection with any of the above will be available for public inspection.

The No Child Left Behind Act of 2001 (NCLB) requires school districts to release student names, addresses and telephone numbers to military recruiters and recruiters from institutions of higher education. The district will release the information unless parents or "eligible" students of legal age specifically notify the district in writing.



FLEDGE OF ALLEGIANCE

Schools shall ensure that the Pledge of Allegiance is recited in at least one scheduled class of every student no less than once a week.

No student shall be required to recite the Pledge of Allegiance.

MISSION STATEMENT

Through a partnership of school, family and community, we will provide a learning environment that facilitates the lifelong learning skills for students, by recognizing each student's unique gifts to pursue personal goals, character development and academic achievement necessary for a productive and healthy life.

"For Our Kids...For Their Future"

Revised 2012