

# Richwoods R-VII School District Student Handbook

## Mission: P.A.W.S. Partnering to Achieve Wildcat Success

Welcome to Richwoods R-VII School District! We are very excited about sharing your child's educational experience with your family. Together, we can make it a great year.

Communication between home and school is a vital component in educational success. In an effort to provide you with the most information, please use our website at: <http://www.richwoodswildcats.org/> to obtain the most recent information.

Please take the time to read through this handbook in its entirety with your child. Once you have read through the handbook, please sign and return the form to your child's teacher.

*Dear Parents/Guardians,*

*Welcome to the Richwoods R-VII School District! We are proud to have the opportunity to provide your child's educational experience. Working together, we can make it a great year!*

*We have invested in our staff and educational programs to provide students with a high quality education. Setting high standards is our mission. Communication between home and school is important to us and a vital component to a student's educational success. In an effort to provide you with the most information, please use our website at: <http://www.richwoodswildcats.org/> to obtain the most recent information. At any time that you have any questions, please do not hesitate to contact your child's teacher or the main office.*

*Please take the time to read through this entire handbook with your child. Once you have read through the handbook, please sign and return the form to your child's teacher.*

*Thank you for trusting us with the education of your child. We look forward to the opportunity to watch students grow and achieve.*

*Sincerely,*

*Mrs. Bethany Deal  
Superintendent*

**Richwoods R-VII 2015-2016 Board of Education**

Ted Barrett	Ed Boyer	Michelle Emily
Mike Mester	Kim Evans	Barb Rulo
David Hoffman		

**Richwoods R-VII Staff**

Superintendent	Mrs. Bethany Deal
Administrative Assistant/	Carla Glatczak
Bookkeeper	
MOSIS data entry	Geri Hultburg
Preschool/P.A.T.	Mrs. Schwarzen
Kindergarten	Mrs. Eftink
1 <sup>st</sup> Grade	Mrs. Paul
2 <sup>nd</sup> Grade	Mr. Reed
3 <sup>rd</sup> Grade	Mrs. Rankin
4 <sup>th</sup> Grade	Ms. Glone
5 <sup>th</sup> Grade (ELA)	Mrs. Lewis
6 <sup>th</sup> Grade (Science)	Mr. Hampton
7 <sup>th</sup> Grade (Math)	Ms. Lundgren
8 <sup>th</sup> Grade (SS)	Mr. Conway
Library/Art	Ms. Roberts
P.E./Computer	Mr. McCoy
Music	Mr. Thomure
Title I Reading	Mrs. Green
Counselor/Social Worker	Mrs. Souders
Special Education	Ms. Roubidoux
Paraprofessional	Ms. Kistner
Paraprofessional	Ms. Insko
Spec. Ed. Coordinator	Mrs. Kitchell
Health Clerk/Receptionist	Mrs. Jamie Hoffmann
Technology Coordinator	Anne Pingel
Cooks	Amy DeClue & Jessica Riddle
Maintenance/Custodians	Kurt Emily, Peggy Reichardt, Glenda Arnold
Bus Drivers	Shirley Turner, Glenda Wideman, Ed Goff, Larissa Miller, Melody Boyer, Delmar Elliott, Delbert Cardwell

Richwoods R-VII School District  
Student Handbook  
2015-2016

**Attendance Policy**

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

Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost, and cannot be entirely regained. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to reach the goal of maximum educational benefits for each individual student. The regular contact of the students with one another in the classroom and their participation in well-planned instructional activities under the supervision of a competent teacher are vital to this purpose.

If a student must be absent from school, the parents or guardians should telephone the school (678-2257) the morning of the day that the student is absent between the hours of 7:45 A.M. and 10:00 A.M. Parents should make every attempt to schedule appointments after school if possible.

Excused absences are: hospitalization, funerals, medical or dental appointments that cannot be scheduled outside the regular school day, religious observances and court appointments. Please note that these absences will require documentation to be turned into the main office.

Students who are absent for any reason will not be eligible to participate in activities on the day of the absence, without having their participation approved, **in advance**, by the administration. This applies to all activities including athletics, music, choir, dances, club activities, school sponsored trips, etc.

Students whose attendance average falls below 93% will not be allowed to participate in school field trips. Special circumstances will be reviewed by the administration.

**Communications Regarding Excessive Absences:**

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 administration or the designee 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 administrator, 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 administrator or designee will contact the parents in writing to notify them of the number of absences their child had accumulated. The following is a time line of when notices will be sent to parents or guardians. (Note: If absences exceed 20 days, parents/guardians will be reported to the prosecuting attorney for educational neglect.)

<u>Unexcused Absences</u>	<u>Type of Notice</u>
4 days	General letter
8 days	General letter and request for meeting with the Principal and/or designees
16 days	Warning letter that the matter will be reported to their appropriate family/youth services, and law enforcement agencies if absences exceed the legal limit of 20 days
20 days	Possible retention

### **Student Arrival Time:**

Students should not arrive at Richwoods R-VII until after **7:15 A.M.** each day. Since there are no teachers or staff members on duty to supervise students prior to that time, all doors will remain locked. When students are dropped off, they should only enter the school through the front doors. **All other doors will be locked.**

Students should report to the cafeteria by 7:20 if eating breakfast. Students should plan to arrive prior to 7:35 A.M. each day. Students will be dismissed from the cafeteria at 7:35 to go to class. Students report to class at 7:45 each day. Students will be counted tardy after 7:45.

### **Perfect Attendance:**

A perfect attendance award will be presented to a student who has not missed any school days or hours during the year. Attendance from 7:45 A.M. to 3:15 P.M. is required. Tardiness to class, late arrivals, and early checkouts count against perfect attendance.

### **Procedures for Checking Students In and Out of School:**

Any student who arrives at school after 7:45 A.M., no matter what the reason, *must be signed in at the main office by a parent/guardian.*

Any student who must leave school before dismissal time at 3:15 P.M. *must be signed out of school through the main office.* A teacher shall not release a student from his/her classroom unless he/she is given a release from the office or a student is called to the office. **Under no circumstances may a parent or guardian proceed to any area of the school without clearance from the main office and a visible visitor's pass.** This will be enforced.

A student who leaves school grounds before school dismisses must accompany their parent(s) of custody or legal guardian. Should there be unusual circumstances prohibiting a parent or guardian from leaving with the student arrangements *must be made through the main office before the student will be allowed to leave.* Parents are reminded however that the student should be present to obtain the maximum benefit from school.

### **Tardiness to School:**

It is important that all students are in their classes and prepared for the day's activities by 7:45 A.M. Reporting to class late can disrupt the progress of the teacher's lesson. To help the school maintain a smooth routine for learning, please see that the student is prompt and prepared for the day. Parents/guardians will be contacted in the event of excessive tardiness. Should a student continue to be late to school, a conference will be held. Continued tardiness may result in proper authority notification.

#### TARDIES & EARLY WITHDRAWALS

- 5 tardies-Letter to parent, student conference, loss of recess
- 7 tardies-Letter to parent, student-parent conference
- 9 tardies-Letter to parent, student discipline (loss of privilege)
- 11 tardies - Letter sent to parent, student-parent conference and student discipline (1 day ISS and continuing after each odd numbered tardy).

### **Make-up Work:**

All students will have the opportunity to make up work due to absences. For each day missed, the students will be given that same number of days to make up assignments and receive full credit.

The teacher may use his/her discretion about giving work to a student prior to returning from an excused absence, this should be done in the case of a previously arranged medical absence, for instance.

### **Homework:**

Helping a child with homework shows him/her that you value learning. Although parents should never do homework for their children, overseeing it demonstrates your supportiveness.

#### Suggested Strategies to Help your Child Study at Home

- Cooperate with the school to make homework effective.

- Provide children with suitable study conditions.
- Reserve a time for homework without the T.V. on.
- Encourage children but avoid undue pressure. Urge them to spend adequate time on each subject.
- Show interest in what children are doing, but do not do the work for them.
- Understand that the school expects homework to be completed and returned.
- Try to help your child understand each assignment.
- Help your child form the habit of using a certain time and place for study.
- Study conditions should be quiet and include good lighting and ventilation.
- Have necessary materials at hand.
- Help them develop the skill of working independently.
- Praise your children for work well done.

Mid-quarter and quarterly reports will reflect students who are failing to complete assignments. Parents are encouraged to meet with teachers when failure to complete assignments is hindering success.

### **Personal Property/Contraband:**

Personal property that has been brought to school is the responsibility of the student. Other contraband (other than drugs) such as cell phones, I-Pods, MP3 players, etc., is considered personal property. Richwoods R-VII does not assume responsibility for these items and will not investigate lost or stolen personal items. These items are only allowed at school when permission from classroom teachers has been granted and the student and their parent(s) have accepted total responsibility for their personal items. Items are otherwise banned from the school property.

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

School lockers, desks and other district property are provided for the convenience of students and, as such, are subject to periodic inspection without notice.

Student property may be searched based on reasonable suspicion of a violation of district rules, policy or law. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses and not in front of other students, unless exigent circumstances exist.

The administration will contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted.

### **School Closing Due to Weather:**

Whenever there appears to be doubt as to whether school will be in session due to severe weather conditions, announcements will be made on the following radio/TV station: KTJJ- 98.5 FM, KREI-800 FM, Channel 2, Channel 4, Channel 5 and our TEXTCASTER Wildcat ALERT system (Please call the school if you need assistance signing up). Announcements will be made as early as possible. *Please avoid calling the radio stations or the school for closing*

*information.* If school must be closed during the day, the stations listed above will also be notified. Should school be dismissed early for threatening weather, students can be released to parents or designated persons such as a baby-sitter, as indicated by information on file with the school, or they will use normal school transportation. It is very important to complete and update information forms with the school office.

### **Field Trips:**

Students who are being taken on a field trip outside the school grounds must have written permission from a parent or guardian. Overnight co-educational trips must be approved by the Administration. Students who have accumulated major discipline referrals within the semester of the field trip may not be allowed to attend. Additionally, any student whose attendance average falls below 93% within a semester may not be allowed to attend field trips. Attendance at school for students not attending the field trip is expected. These students will complete assignments for their regular teacher.

Parents may be asked to help lead student groups and must comply with school policies. No smoking, cursing, or inappropriate behavior will be allowed. Chaperones must model exemplary behavior and lead student groups as determined by classroom teachers. Chaperones must provide their own transportation and may not bring other children or adults along on school sponsored trips.

### **Discipline Policy**

The Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of district schools. The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities.

### **Introduction:**

Richwoods R-VII is committed to providing an excellent education to the students in this community. In order to do this, every student is expected to obey the rules and regulations of the school, to attend punctually and regularly, to obey directions of the teachers, and to be studious and respectful of everyone-- fellow students, teachers and school staff.

Please read this portion of the handbook carefully and retain it for your reference throughout the school year. Please encourage your family to support our policies in order to obtain a positive working relationship with our district and the employees that serve our community.

In most cases, teachers address behaviors without involving other personnel. Younger children are inexperienced in a structured instructional setting. Therefore, the most appropriate approach is to establish and maintain appropriate behaviors with methods less structured than those outlined for older students, therefore, our discipline procedures for our K-4 students will be structured to guide behaviors, and we will impose stricter guidelines for our 5-8 students. Older students have experienced a structured school setting and are familiar with expectations and appropriate behavior. Therefore, more will be expected from students as they mature. Classroom teachers must establish appropriate expectations for the entire class at the beginning

of the school year. This provides the appropriate setting for instruction. While the classroom teacher will handle many of the minor infractions, in the event of chronic or serious misbehavior, the district's discipline referral process will be used and the principal will become visibly and personally involved. To address specific situations, discipline guidelines may be modified. Students and parents will be notified if changes occur.

This Discipline Policy has been written with several things in mind. Our policy has been developed with behaviorally sound principles aimed at creating an optimal learning environment. We must take into account individual needs as well as group and school-wide concerns. Secondly, the Missouri Safe Schools Act, adopted by the Missouri Assembly and effective August 28, 1996, has directed Missouri public schools to adopt specific legal guidelines in our school policies. Each school must "clearly establish [a] written discipline policy" that is "distributed to a parent/legal guardian" of all students "at the beginning of each school year." Third, the federal act known as the Individuals with Disabilities Education Act (IDEA) gives specific guidelines on the discipline of individuals with disabilities.

### **Missouri Safe Schools Act:**

The Safe Schools Legislation House Bills Nos. 1301 and 1298 were signed by Governor Carnahan and became effective August 28, 1996. Following are excerpts from the legislation: "Acts of school violence" or "violent behavior" are defined as the exertion of physical force by student with intent to do serious bodily harm to another person while on school property, including a school bus, or while involved in school activities.

Therefore, it is the policy of the Richwoods R-VII School District to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under 565.024, RSMo.
3. Kidnapping under 565.110, RSMo.
4. First, second, or third degree assault under 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under 566.040, .070, RSMo.
6. Forcible rape or sodomy under 566.030, .060 RSMo.
7. Burglary in the first or second degree under 569.160, .170, RSMo.
8. Robbery in the first degree under 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under 195.211, .212, RSMo.
11. Arson in the first degree under 569.040, RSMo.
12. Felonious restraint under 565.120, RSMo.
13. Property damage in the first degree under 569.100, RSMo.
14. Child molestation in the first degree pursuant to 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to 566.083, RSMo.
16. Sexual abuse pursuant to 566.100, RSMo.

### **Discipline Enforcement:**

There are basically two tiers of enforcement for discipline in a school. First, you have the

teachers, bus drivers and instructional aides who will post and/or review with students their rules and expectations. They will then consistently enforce the consequences for infractions. Teachers, aides and bus drivers typically use a series of interventions to correct behavior. They may begin with a verbal reminder, then a verbal reprimand, loss of privileges, detention and a change of seating before involving the principal and the parent/guardian. By the time the principal and parents are involved, the child has had several chances to correct inappropriate behaviors. Once the involvement of the principal/parents is necessary, possible interventions may include parent conferences, suspensions, or corporal punishment. Although in general, elementary discipline measures are less harsh than intermediate and secondary discipline, there are certain infractions that the state's Safe Schools Act has applied to elementary as well as secondary schools.

Some common definitions of behavioral interventions are as follows:

A ***Parent Conference*** is preferably held on the telephone or in person with the student's parent or guardian during the teacher's preparation/conference period or before or after school. Other arrangements during the school day may be made if a parent lets the teacher or administrator know in advance. Appointments must be made for parent conferences in advance.

***Withdrawal of Privileges*** may include denial of hall passes, social privileges during lunch/recess, dismissal from a special classroom activity etc. It may also include being restricted to an assigned area.

***Detention*** refers to disciplinary action during recesses. Students will report to an assigned room under staff or teacher supervision for the entire length of the recess period. After-School Detention is also a measure that may be used. Students will remain at school in a detention area for a set amount of time. Parent's must provide necessary transportation when a student is assigned ASD.

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

***Suspension*** is a discipline program aimed at removing a child from the environment. Suspension may include in-school (ISS) or out-of-school (OSS) suspension.

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

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

***Corporal Punishment*** is an allowed means of punishment in Missouri schools. The Richwoods R-VII School Board allows for its use when deemed appropriate by the administrator. Corporal punishment shall be administered only by swatting the buttocks with a paddle. It shall only be administered by the administrator with written permission from the parent/guardian. Corporal punishment must take place in the presence of a witness and is to be administered so there can

be no chance of bodily harm. Striking the head or face is not permitted.

The Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of district schools. No code can be expected to list each and every offense that may result in the use of disciplinary action. However, it is the purpose of this code to list certain offenses that, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary action involving a combination of offenses that extend beyond this code of conduct as determined by the administrator, and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the principal or designee to be manifestly unfair or in the interest of the district, the administrator or designee may reduce the consequences listed in this policy as allowed by law.

**Student Discipline:**

The options listed are available depending upon the severity of action, age of student or individual, and/or circumstance of an event.

**In addition to the consequences specified below, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.**

The following consequences may apply:

**1). Arson** -- Intentionally causing or attempting to cause a fire or explosion

*First Offense:* In-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.

*Subsequent Offense:* 1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

**2). Assault** --

**a.) Assault of a Student or Staff Member-** Use of physical force with the intent to do bodily harm.

*First offense:* Administrator /Student conference, in-school suspension, detention, 1-180 days out-of-school suspension, or expulsion

*Subsequent offense:* In-school suspension, detention, 1-180 days out-of-school suspension, or expulsion

b.) **Bullying**- (see Policy 2655) The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward District personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying occurs when a student:

- Communicates with another by any means including telephone, writing, cyberbullying or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

Students who are found to have violated this policy will be subject to the following consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc.

*Consequences:* Loss of privileges, classroom detention, Conference with teacher, parents contacted, conference with Principal, in-school suspension, detention, out-of-school suspension, and expulsion and/or law enforcement contacted.

c.) **Fighting**- Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

*First offense:* Administrator /student conference, corporal punishment, detention, in-school suspension, 1-180 days out of school suspension, or expulsion.

*Subsequent offense:* In-school suspension, corporal punishment, 1- 180 days out-of-school suspension or expulsion.

### **3). Drugs/Alcohol/Controlled Substance**

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

*First Offense:* In-school suspension or 1-180 day out-of-school suspension and/or law enforcement contact

*Subsequent Offense:* 1-180 days out-of-school suspension or expulsion and/or law enforcement contact

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

*First Offense:* In-school suspension, 1-180 days out-of-school suspension and law enforcement contact

*Subsequent Offense:* 1-180 days out-of-school suspension and law enforcement contact

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

*First Offense:* 1-180 days out-of-school suspension or expulsion and law enforcement contact

*Second Offense:* 1-180 days out-of-school suspension or expulsion and law enforcement contact

**4). Extortion**—Threatening or intimidating any person for the purpose of obtaining money or anything of value

*First Offense:* Administrator /Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension

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

**5). False Alarms**—tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

*First Offense:* Restitution. Administrator /Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion

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

**6). Public Display of Affection**—Physical contact that is inappropriate for the school setting.

*First Offense:* Administrator /Student conference, detention, in-school suspension or 1-180 days out-of-school suspension.

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

## **7). Sexual Harassment**

a.) Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonable interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

*First Offense:* Administrator /Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

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

b.) Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts, or undergarments, regardless of whether or not the touching occurred through or under clothing.

*First Offense:* Administrator /Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion and/or law enforcement contact

*Subsequent Offense:* In-school suspension, 1-180 days out-of-school suspension or expulsion and/or law enforcement contact

**8). Student Cell Phone Usage**—Developments in cell phone technology in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in schools poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. As a result, student use of cell phones, digital cameras and similar electronic devices will be banned during the instructional day, as well as, in dressing areas during extracurricular activities. Student cell phones/devices must not be visible or on a student's person. These devices, if brought to school, must be given to a classroom teacher or the school's receptionist upon arrival. All devices can be reclaimed at the end of the day. Telephones are also available in school offices for parents to contact their child(ren) for legitimate reasons.

*First Offense:* Retention of the device by the teacher, parent conference to reclaim the property.

*Subsequent Offense:* Indefinite confiscation of the device, loss of privileges.

**9.) Technology Misconduct (see board policy 6320)**

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

*First Offense:* Restitution. Administrator /Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension

*Subsequent Offenses:* Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

**10.) Theft**—Nonconsensual taking or attempting to take the property of another.

*First Offense:* Return of or restitution for property. Administrator /Student conference, detention, in-school suspension, 1-180 days out-of-school suspension and/or law enforcement contact

*Subsequent Offense:* Return of or restitution for property. 1-180 days out-of-school suspension, expulsion and/or law enforcement contact

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

*First Offense:* Administrator /Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion

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

**12.) Tobacco**

- a.) Possession of any tobacco products on school grounds, school transportation or at any school activity.

*First Offense:* Confiscation of tobacco product, administrator /student conference, detention, or in-school suspension

*Subsequent Offense:* Confiscation of tobacco product, detention, in-school suspension, or 1-10 days out-of-school suspension.

- b.) Use of any tobacco products on school grounds, school transportation, or at any school activity.

*First Offense:* Confiscation of tobacco product, administrator /student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.

*Subsequent Offense:* Confiscation of tobacco product, in-school suspension or 1-10 days out-of-school suspension.

**13). Truancy (see Board policy 2340 )**—Absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

*First Offense:* administrator /student conference, 1-3 days in-school suspension.

*Subsequent Offense:* after-school detention or 3-10 days in-school suspension.

**14). Unauthorized Entry**—Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

*First Offense:* administrator /student conference, detention, in-school suspension, or 1-180 days out-of-school suspension

*Subsequent Offense:* 1-180 days out-of-school suspension

**15). Vandalism**—Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff, or students.

*First Offense:* Restitution, administrator /student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion and/or law enforcement contact

*Subsequent Offense:* Restitution. In-school suspension, 1-180 days out-of-school suspension, expulsion and/or law enforcement contact

**16). Weapons (see Board policy 2620)**

a.) Possession or use of any instrument or device, other than those defined in 18 U.S.C. 921, 18 U.S.C. 930 (g)(2) or 571.010 RSMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

*First Offense:* In-school suspension, 1-180 days out-of-school suspension or expulsion and/or law enforcement contact

*Subsequent Offense:* 1-180 days out-of-school suspension or expulsion and law enforcement contact

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

*First Offense:* One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the administration and law enforcement contact

*Subsequent Offense:* Expulsion and law enforcement contact

**Perfect Discipline:**

Each semester a perfect discipline activity will take place. Any child K-8 that has not received a discipline referral during that semester will be invited.

**Positive Behavior Support**

SW-PBS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools. The teachers and administration at Richwoods R-VII have developed a matrix that describes expected student behaviors.

**PBS Behavior Matrix K-2**

	All Settings	Class-room	Hall-way/ Stairs	Play-ground	Café-teria	Rest-room	Bus	Library /Lab
<b>Be Respectful</b>	Use good manners and polite language	Raise your hand for permission to speak	Line is short, straight and silent	Take care of playground equipment	Eat only your food	Quickly take care of business and return to class	Use inside voice	Go quickly and quietly to your assigned seat
	Take care of school property	Be a good listener	Take care of items in the hallway (cubbies, bulletin boards, art work, etc.)	Include others	Use good table manners and say please and thank you	Use inside voice	Speak nicely when talking	Listen to your teacher for directions
	Stay silent during announcements	Use kind words		Take turns	Use inside voice	Keep walls, floor, stalls and sink clean	Listen to the driver	Put all books where they belong or return to the librarian
					Raise your hand and ask permission to leave your seat		Respect others property	

<b>Be Responsible</b>	Follow directions first time given	Take care of classroom materials and school supplies	Go directly to your destination	Line up quickly when whistle blows	Nicely place trash in the trash can and the trays on the counter	Make sure all trash goes in the trash can	Keep bus clean	Leave your area as you found it
	Be on time / stay all day	Always try your best	Return to class quickly	Line is short, straight and silent	Clean up after yourself on the table and on the floor	Put toilet paper in the toilet	Keep hands and belongings to yourself	Use headphones as directed
	Take ownership; always do your best	The line is short, straight and silent				Always flush toilets and urinals	Take care of our bus	Food or drink in library by permission only
	Keep track of your belongings					Wash your hands with soap and water before exiting the restroom	Be at the stop 5 minutes before the bus arrives	Print by permission only
<b>Be Safe</b>	Keep hands, feet, and objects to yourself	Use all classroom materials and supplies correctly	Walk on right side of halls and stairs	Use equipment appropriately	Use eating utensils for eating only	Keep feet on the floor	Walk carefully on and off the bus	All interactions will be free of horseplay
	Always walk!!	Be where you are supposed to be	Hold rail with right hand, walking one step at a time	Rocks, tire, and sticks stay on the ground	Report spills	Wait your turn	Stay in your seat	
	Stay in assigned area			Keep off trees, fences, bleachers		Only 3 students in restroom at a time	Keep head, hands and objects inside the bus	
						Wait outside patiently if full	No hard candy	
						Only one person per stall	No horseplay	

**PBS Behavior Matrix 3-5**

	All Settings	Classroom	Hallway/ Stairs	Playground	Cafeteria	Restroom	Bus	Library/ Lab
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<b>Be Respectful</b>	<p>Use good manners and polite language</p> <p>Take care of school property</p> <p>Stay silent during announcements</p>	<p>Listen while your teacher and peers are speaking</p> <p>Raise your hand and wait to be called on</p> <p>Respect classroom materials</p> <p>Respect others' privacy</p>	<p>Line is straight, short and silent</p> <p>Take care of items in the hallway (cubbies, bulletin boards, art work, etc.)</p>	<p>Take care of playground equipment</p> <p>Include others</p> <p>Take turns</p>	<p>Eat only your food</p> <p>Use good table manners and say please and thank you</p> <p>Use inside voice</p> <p>Raise your hand and ask permission to leave your seat</p>	<p>Quickly take care of business and return to class</p> <p>Use inside voice</p> <p>Keep walls, floor, stalls and sink clean</p>	<p>Use inside voice</p> <p>Speak nicely when talking</p> <p>Listen to the driver</p> <p>Respect others property</p>	<p>Go quickly and quietly to your assigned seat</p> <p>Listen to your teacher for directions</p> <p>Put all books where they belong or return to the librarian</p>
	<b>Be Responsible</b>	<p>Follow directions first time given</p> <p>Be on time / stay all day</p> <p>Take ownership; always do your best</p> <p>Keep track of your belongings</p>	<p>Make good use of class time</p> <p>Follow instructions the first time</p> <p>Be prepared for class with proper materials</p>	<p>Go directly to your destination</p> <p>Return to class quickly</p>	<p>Line up quickly when whistle blows</p> <p>Line is straight, short and silent</p>	<p>Nicely place trash in the trash can and the trays on the counter</p> <p>Clean up after yourself on the table and on the floor</p>	<p>Make sure all trash goes in the trash can</p> <p>Put toilet paper in the toilet</p> <p>Always flush toilets and urinals</p> <p>Wash your hands with soap and water before exiting the restroom</p>	<p>Keep bus clean</p> <p>Keep hands and belongings to yourself</p> <p>Take care of our bus</p> <p>Be at the stop 5 minutes before the bus arrives</p>

<b>Be Safe</b>	Keep hands, feet, and objects to yourself	Walk into the classroom	Walk on right side of halls and stairs	Use equipment appropriately	Use eating utensils for eating only	Keep feet on the floor	Walk carefully on and off the bus	All interactions will be free of horseplay
	Walk – don't run!	Keep all hands, feet and other objects to yourself	Hold rail with right hand, walking one step at a time	Rocks, tire, and sticks stay on the ground	Report spills	Wait your turn	Stay in your seat	
	Stay in assigned area			Keep off trees and fences		Only 3 students in restroom at a time	Keep head, hands and objects inside the bus	
						Wait outside patiently if full	No hard candy	
						Only one person per stall	No horseplay	

**PBS Behavior Matrix 6-8**

	All Settings	Classroom	Hallway / Stairs	Playground	Cafeteria	Restroom	Bus	Library/ Lab
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<b>Be Respectful</b>	<p>Use good manners and polite language</p> <p>Take care of school property</p> <p>Stay silent during announcements</p>	<p>Watch and listen to the teacher</p> <p>Eyes and ears on the speaker</p> <p>Communicate using school appropriate language</p>	<p>Use inside voice</p> <p>Enter other buildings/hallways quietly</p>	<p>No horseplay</p> <p>Keep hands and feet to self</p> <p>Follow adult directions</p>	<p>Eat only your food</p> <p>Use good table manners and say please and thank you</p> <p>Use inside voice</p> <p>Raise your hand and ask permission to leave your seat</p>	<p>Quickly take care of business and return to class</p> <p>Use inside voice</p> <p>Keep walls, floor, stalls and sink clean</p>	<p>Use inside voice</p> <p>Speak nicely when talking</p> <p>Listen to the driver</p> <p>Respect others property</p>	<p>Go quickly and quietly to your assigned seat</p> <p>Listen to your teacher for directions</p> <p>Put all books where they belong or return to the librarian</p>
<b>Be Responsible</b>	<p>Follow directions first time given</p> <p>Be on time / stay all day</p> <p>Take ownership; always do your best</p> <p>Keep track of your belongings</p>	<p>Bring required materials</p> <p>Complete assignments on time</p> <p>Use materials correctly</p> <p>Food/Drinks by permission only</p>	<p>Keep lockers clean and organized</p>	<p>Bring all items in that you took out</p>	<p>Nicely place trash in the trash can and the trays on the counter</p> <p>Clean up after yourself on the table and on the floor</p>	<p>Make sure all trash goes in the trash can</p> <p>Put toilet paper in the toilet</p> <p>Always flush toilets and urinals</p> <p>Wash your hands with soap and water before exiting the restroom</p>	<p>Keep bus clean</p> <p>Keep hands and belongings to yourself</p> <p>Take care of our bus</p> <p>Be at the stop 5 minutes before the bus arrives</p>	<p>Leave your area as you found it</p> <p>Use headphones as directed</p> <p>Food or drink in library by permission only</p> <p>Print by permission only</p>

<b>Be Safe</b>	Keep hands, feet, and objects to yourself	Use materials correctly	Banisters are for hands and not hineys	Use equipment as intended.	Use eating utensils for eating only	Keep feet on the floor	Walk carefully on and off the bus	All interactions will be free of horseplay
	Walk – don't run!	Sit in chairs properly	Walk	Hands and feet to yourself	Report spills	Wait your turn	Stay in your seat	
	Stay in assigned area		Keep hands, feet, and objects to yourself			Only 3 students in restroom at a time	Keep head, hands and objects inside the bus	
						Wait outside patiently if full	No hard candy	
						Only one person per stall	No horseplay	

**Student Dress and Grooming Policy:**

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

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

1. Dress and grooming will be clean and in keeping with sanitary requirements.
2. All students must wear shoes, boots or other types of footwear. (Flip-flops tend to break, so please send an extra pair in your child's backpack.) Tennis shoes are required for P.E. and sports.
3. Shirts and pants need to overlap, at least slightly, in order to guard against exposed skin and underwear in the midriff section. If pants sag, a belt must be worn.
4. Excessive cleavage is inappropriate.
5. Shorts must reach the mid-thigh or leggings must be worn underneath
6. Tank tops that are too revealing or reveal undergarments are forbidden for both boys and girls.  
Tied spaghetti straps are forbidden in grades 5-8.

- 7 Caps in the classroom and non-prescription sunglasses are not allowed.
- 8 Free speech is encouraged. However, messages on shirts or caps must not be disruptive, vulgar, offensive, alcohol or drug related, or sexually suggestive.

## **Richwoods R-VII Acceptable Use Policy for Computer Facilities (Adopted May 17, 2007)**

**Introduction:** The following policy on appropriate use of computing and networking facilities has been formulated to ensure the proper use of these resources. The intent of this policy is to be consistent with the general principals that govern our academic community. These facilities are maintained for the purpose of conducting and fostering instructional and research activities. In this policy, the term, Computer Facilities, is defined to include computers, computer networks, and connections to external computer networks such as the Internet, and subscriptions to external computer services.

### **General Guidelines**

- 1) This policy applies to all users of Richwoods R-VII computer facilities. Student users should refer to teachers for further guidance or clarification regarding allowable and unallowable uses, teachers should refer to building administrators, and administrators to the system operators.
- 2) All faculty/staff that use computer resources with their students must ensure that students are aware of procedures to ensure Internet safety.
  - a) Private information such as name, address, telephone number, or other personal identifying information regarding minors should never be posted or disseminated without authorization.
  - b) Students must be made aware that Internet filtering is not 100 percent effective and students are required to leave a questionable site immediately and notify their teacher.
  - c) Unauthorized access to any resource is unlawful and penalties can result.
- 3) By authorizing use of the system, Richwoods R-VII does not relinquish control over the materials on the system or information contained in the files on the system. Therefore, users should have no expectation of privacy in the contents of files on the data system. Routine maintenance and monitoring of the system may lead to discovery of private information, or that a user has violated a policy or a law, whereupon the district would be required to act accordingly. The district retains the right to monitor activity consistent with current legal statutes and obligations.

### **Limitation of Liability**

Use of the Richwoods R-VII computer facilities is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the district's diskettes, tapes, hard drives or servers. This district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district's computer system. The district will not be responsible for financial obligations arising through unauthorized use of the district's system or the Internet. The district does not promise that any particular level or method of access will be given or continued and retains the authority to qualify, limit, or terminate any or all Internet and computer use. The district network is a

private network used as an educational tool by Richwoods R-VII employees and students. The network is monitored electronically.

### **Prescribed Activities**

While this portion of this document is intended to prescribe the acceptable and unacceptable uses of the Computer Facility, Richwoods R-VII is not responsible for the actions of individual users.

#### *---Acceptable Use---*

---Use of the Computer Facilities must support research, education, and other activities consistent with the goals and objectives of Richwoods R-VII.

---Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property. This no longer just includes text, but also pictures, video, and sound.

---Users are responsible for safeguarding their passwords. Individual passwords should not be printed, stored on-line, or given to others except as required by authorized operators of the system. Users are responsible for all actions made using their passwords.

---A user's ability to connect to other computer systems through the network does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the operators of those systems.

---All users are obligated to report any knowledge of suspicious, prohibited, or otherwise inappropriate use of the Computer Facilities.

---Before changing passwords, users must notify authorized operators of the system.

#### *---Unacceptable Use---*

Due to the nearly infinite number of activities that could be considered unacceptable, the following list is not intended to be exhaustive. Rather, this is a list of activities that are clearly unacceptable. If in doubt about the acceptability of a given action, refer to the acceptable uses above, or ask the teacher or administrator in charge.

---Use of the Computer Facility for commercial uses or political campaigning.

---Transmitting/storing/viewing information that contains obscene, indecent, lewd or lascivious material or other material that explicitly or implicitly refers to sexual conduct.

---Transmitting/storing/viewing information that contains profane language or panders to bigotry, sexism, or other forms of discrimination.

---Communicating any information concerning any password, identifying code, personal identification number or other confidential information without the permission of its owner or the controlling authority of the Computer Facility to which it belongs.

---Creating, modifying, executing, or retransmitting any computer program or instructions intended to gain unauthorized access to, make unauthorized use of, disrupt, or damage a Computer Facility, software, or licensed software.

---Direct electronic communication can be dangerous. Therefore, instant messaging systems, Internet Relay Chat, ICQ, and other like programs are prohibited. Only applications specifically provided by the district are allowed.

---Peer to peer networking applications such as Morpheus, Napster, Gnutella, and other similar programs are prohibited, as well as media applications such as Winamp, WinMX, RealJukebox, or other similar programs.

- Accessing or intentionally destroying software or licensed software in a Computer Facility without the permission of the owner of such and the controlling authority of the Computer Facility.
- Violating any U.S., Missouri State, or local Board of Education regulation, or participating in the commission or furtherance of any crime or other unlawful or improper purpose.
- Using the Computer Facility in a manner inconsistent with the school's contractual obligations to suppliers of the Computer Facility or with any published school policy.
- Installing, downloading, or running software not owned or authorized for use on district machines.
- Modifying, adding, or deleting system, program, or startup files without permission.

---*Electronic Mail*--- (If applicable)

- Email accounts are not private, but belong to Richwoods R-VII School District. Users of the school electronic mail system should have no expectation of privacy with respect to email, or other files as referenced above.
- No one should allow other people to send email using their account without specific permission of the teacher in charge if a student, or the system operator, if a staff member.
- The district-supported email system is the only email system to be used. Users are not allowed to use mail through web-based email services, free or otherwise.
- No one should send, distribute, respond, or in any way participate in email messages that constitute or simulate the properties of a chain letter. This would include messages of the type, "Read this and send to five other people," good luck tokens, etc.
- Potential subscribers of mailing lists are responsible for determining the purpose of the list before subscribing. Persons having subscribed to such lists will be considered to have solicited materials delivered by the list as long as the material is consistent with the list's purpose.

Violation of Above Expressed and Implied Rules

It will be at the discretion of the controlling authority (teacher or administrative personnel or both) of the Computer Facility to determine if a violation has occurred. If a violation has occurred, the following will be used to provide consistency in disciplinary action taken, yet allow for differences in disciplinary actions available in the various buildings and grade levels. The teacher or librarians' in-class disciplinary actions should be based on the rules they publish for their classes.

Violations of the AUP which involve employees, false identity, hacking, cracking, tampering with data or grades, or actions capable of disrupting computing services will be handled on a case by case basis by the building principal, technology coordinator, and superintendent. Offenses of this nature need not follow the escalating procedure listed above due to the overriding need to protect computer equipment, resources, data, and services. Violations may result in, but are not limited to the following consequences based on the severity and nature of the infraction.

- Any traditional discipline procedure supported by current school district policy.
- Loss of Computer Facility privileges.
- Dismissal from any or ALL computer-related classes.
- Legal action.

---Where intentional misuse is determined, monetary restitution may be sought where applicable for damages, labor, repair, hardware/software replacement, and any and all costs associated with restitution.

### **Playground Rules:**

Students while on the playground areas should use the following rules and guidelines:

1. Students should not eat candy or any other food item on the playground.
2. Students should not throw any objects on the playground other than playground balls or equipment designated by duty personnel.
3. Students are to walk to and from the playground.
4. Students should use caution when running on the playground. Be aware other students around you and avoid running into other students.
5. Students should not run near or around the playground equipment.
6. Students should remain within the boundaries of the playground.
7. Students are not allowed to go behind the fence without teacher approval.
8. Students are not to jump off of the swings, do not swing standing up, do not twist swings, and do not stand directly in front of or directly behind the swings.
9. Students are not to stand or squat when going down the slide. Students are to go down the slide in single file.
10. Students are not to stand up on the jungle gym.

### **Transportation:**

#### **Bus procedures:**

Students are expected to ride their regular bus every day and be taken to their regular location every day. If at any time an emergency situation arises which requires the students to ride a different bus, the school must be notified **in writing** of the situation. The note must include the name of the person, address, and phone number of where the child is going. To insure the safety of all students, bus changes are discouraged and will only be made over the telephone in case of extreme emergency. No notes will be written after 3:00 P.M.

#### **Rules and safety regulations for the bus students:**

The students should observe the following rules and regulations while riding and waiting for the school bus:

1. The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly and cheerfully. Students talking back to the driver or being disobedient to the driver will be disciplined.
2. Pupils must be on time; the bus cannot wait beyond its regular schedule for those who are tardy.
3. Pupils should never stand in the roadway while waiting for the bus. Pupils should watch for cars while crossing the road to get to the bus stop.
4. Unnecessary conversation with the driver is prohibited.
5. Classroom conduct is to be observed by pupils while riding in the bus; except for ordinary conversation.
6. The use of tobacco products is not permitted on the bus.

7. Pupils must not throw waste paper or rubbish on the floor of the bus. Students should not throw paper wads, gum, or any other object at anyone on the bus.
8. Pupils must not at anytime extend arms or head out of the bus window.
9. Pupils must not attempt to get on or off of the bus; or move about within the bus while it is in motion.
10. Pupils must observe directions of the driver when leaving the bus.
11. Any damage to the bus should be reported at once to the driver.
12. The driver or the teacher supervisor will seat any pupil wherever he wants that pupil to be seated. No seats on any bus may be held or reserved.
13. In boarding the buses at school, pupils will get in line on the sidewalks or at other loading places. Pushing and shoving to get in front of the pupils will not be allowed. Once on the bus, no student is allowed off.
14. Pupils who continually cause problems on the bus may be suspended from riding the bus. The principal may suspend pupils from the bus if all other forms of discipline have failed.
15. Do not tamper with the emergency doors.
16. No eating or drinking on the bus

**Immunizations:**

Mo. State Law, section 167.181, RS Mo. Mandates that every student attending school be current on certain immunizations. The school nurse will notify you if your child needs immunization. If your child does not receive these immunizations by the date indicated, he/she will not be allowed to attend school.

**Screenings in School:**

Vision and hearing screening, heights, and weights may be done throughout the year.

**Head Lice:**

When and if head lice/eggs are discovered on any students in the school district, it will immediately become the districts number-one priority in the health program. All siblings of the infected student will also be checked.

If the school nurse or teacher should discover live head lice on a student, the parent of the student will be notified, and the student will be removed from the classroom. The child will be given a maximum of three excused absences per year for treatment.

To be readmitted to school a student must be accompanied by a parent/guardian or relative, and must be examined by the school nurse. The student will at the time be given a slip to be given to the teacher that states there is no evidence of head lice.

### **Administering Medicine to Students:**

It is generally recognized that some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education. While parents carry the primary responsibility for their child's health, they may need to delegate some of this responsibility to school personnel who may or may not be health professionals.

The administration of medication to children during school hours shall be discouraged and restricted to necessary medication that cannot be given on an alternative schedule. No prescription medication will be given at school without the consent of the physician. All prescription medication must be brought to school in the original prescription bottle as dispensed by the pharmacy. **The initial dose of a prescribed medication will not be administered by school staff. Prescription medication will not be administered without a parent/legal guardian's written authorization.** The label should include the following:

- a.) name of the pharmacy
- b.) date
- c.) patient's name
- d.) instructions for administering medication
- e.) physician's name

The medication must be delivered to school by the parent/guardian or other responsible adult. **Medications must never be sent with a student or a bus driver.**

The administration of medicine to a student, when all of the above conditions have been met, shall be limited to the school nurse or other designated school district personnel. The time of dosage shall be entered into a daily log and initialed as given by personnel. An initial dose of a prescribed medication will not be administered by school staff.

The parent of the child must assume responsibility for informing school personnel of any change in the child's health or change in medication.

### **Emergency Medications:**

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications. The school nurse/health clerk or another employee trained may administer these medications when they believe, based on training, that a student is having a life-threatening anaphylactic reaction or life-threatening asthma episode.

Epinephrine and asthma-related rescue medications will only be administered in accordance with written protocols provided by an authorized prescriber. The Board will purchase an adequate number of prefilled epinephrine auto syringes and asthma-related rescue medications based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies.

The school principal or designee will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine or asthma-related rescue medications. A current copy of the list will be kept with the devices at all times.

### **Over the Counter (OTC) Medication:**

The school **WILL NOT** provide OTC medications (i.e.: Tylenol, Advil, allergy relief, cough drops/syrup, TUMS, Peptobismol, Ambesol gel, etc). **OTC medications must be provided by the student's parent/legal guardian or other responsible adult in the original, unopened container.** Medications brought to school in unapproved containers (i.e.: ziplock bags,) will not be administered to the student and will be discarded in an appropriate manner. **OTC medications will not be administered without a parent/legal guardian's written authorization.**

The following OTC medications may be used without parental consent: antibiotic ointment, campho phenique, caladryl/anti-itch lotion/hydrocortisone 1%, calamine lotion and aloe vera gel.

### **Student Self-Administration:**

Students are **NOT** allowed to carry any medication on their person for self-use, including asthma inhalers, without first consulting the school nurse about district policy. Under no circumstances are students allowed to self-administer controlled drugs (i.e.: narcotics, some ADD/ADHD medications). Under the safe schools act of 1996, children with asthma are able to self-administer life-saving medications. To self-administer asthma medication, the student must have the following information on file with the school:

- i. written authorization by the parent/legal guardian
- ii. medical history of the student's asthma
- iii. a written asthma action plan to address emergencies and the care of asthma while in school
- iv. written authorization from the prescribing physician that the child has asthma, has been trained in the use of the medication, and is capable of self-administrating the medication.

If the above steps are followed, the school incurs no liability as a result of the child self-administering the medication. Permission for self-administering medication must be renewed every school year. Students that are authorized to self-administer life-saving asthma medication must display an understanding of the hazards of sharing medication(s) with others and will agree to refrain from this practice; failure to do so can and will result in disciplinary action.

**Important:** Any student found carrying any medication without authorization on file will be sent to the administrator's office. The medication will be confiscated and the parent contacted. The student may be subject to disciplinary action.

### **Cafeteria Program:**

Breakfast and lunch are served to students in our school's cafeteria every school day at no charge.

### **Guidance:**

The counselor assists the teacher in better understanding the pupils and thereby furthering their social, emotional and intellectual development. The counselor attempts to discover and

eliminate blocks to learning. This may be accomplished by counseling pupils, by consulting teachers or by conferring with parents concerning the child's progress.

When special testing is necessary for a student, the counselor and student service worker work closely with the child's parents, the teacher, and the principal to obtain accurate and relevant results.

The counselor will visit classrooms on a regular basis to implement the Missouri Comprehensive Guidance Model.

### **Emergency Drills:**

Emergency drills are necessary for the safety of the students, staff and faculty. Everyone should know the specific directions for reaching a point of safety from those areas of the school building in which he/she may be located. Specific information for emergency drills (fire, tornado, earthquake, bomb, etc.) is located in each of the rooms. Emergency drills are practiced and students are taught proper procedures. These drills will be carried out periodically during the school year. In the case of a real emergency the district emergency plan will be enforced.

### **Grading Scales:**

#### **Kindergarten**

##### Grade

<i>S</i> +- Exceeds Expectations	<i>N</i> - Needs Improvement
<i>S</i> - Meets Expectations	<i>U</i> - Unsatisfactory

#### **1st – 8<sup>th</sup> Grade**

##### Grade

A = (100% - 90%)	D = (69% - 60%)
B = (89% - 80%)	F = (59% - 0%)
C = (79% - 70%)	

### **Reporting to Parents:**

At the end of each nine weeks, a report of pupil progress is sent to the parents of each child on a regular report card. The report includes the pupil's attendance and his/her progress in school subjects, in personal and social characteristics, and in work and study habits.

In addition to the report form, numerous other means of reporting to and involving parents in planning for the child's growth are utilized. Parent-teacher conferences are used frequently. School personnel are available to parents at all times to help interpret and report a child's progress. The use of informal notes, telephone calls, and sending samples of pupil's work are other methods that will be used. Student progress reports will be sent mid-quarter each quarter.

### **Parent-Teacher Conferences:**

Parent-teacher conferences are scheduled annually. However, if at any time you feel a conference is necessary with the teacher, do not hesitate to call. One of the problems in any school district is communication. Please request a conference when you feel there is a need.

### **Classroom Visitations:**

Parents are welcome in each classroom at Richwoods School. Parental volunteers and participation is encouraged to promote greater student learning. In order to assist in organization, we insist that visits be pre-scheduled with the classroom teacher.

If a visit is needed to the classroom for any other reason, it must be pre-arranged during the teacher's planning period to avoid instructional interruption. Parents should sign in the office and receive a visitor's badge before going to the classroom. Please return badges to the office.

### **Parent Involvement Program:**

Richwoods R-VII School believes that parent involvement is an important component to a child's success in the home and school environment. Parents are encouraged to participate in the Volunteer Program at the school. Parents may call the school if interested in volunteering. No other children may be brought with the parent and no one under the age of 18 may volunteer.

### **Library Procedures:**

Students in the Richwoods R-VII School District will utilize the library through flexible scheduling to check out/return books once or more a week as determined by student need. Through flexible scheduling, students develop an excitement for reading and learn to use the library independently. The school library is a place of cooperation and respect and offers a setting for the development of interpersonal skills. Student Information Literacy Skills are embedded throughout the core curriculum, are taught in the classroom and reinforced in the library. Classes K-8 are scheduled as needed to conduct library research and master library skills. Kindergarten students are allowed to check out one book at a time and are kept in the classroom. Grades K-2 may have no more than one book at a time. Grades 3-8 are restricted to two books at a time. Students will be issued a library card each year and must use their library card to check out books. The library card contains the student's library number and suggested Accelerated Reading levels to improve comprehension. Library cards are updated during the year as reading levels increase. Students who lose their library card may get a replacement for \$1.00. Students must pay book replacement cost for books that are damaged, lost or not returned. Book replacement cost includes book cost, shipping and handling, and processing (covering, card, pocket and labels). If these items are not paid for or returned, then the report cards are not released to those children.

### **Earned Promotion Policy:**

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

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

**Kindergarten:** Students will be evaluated over the course of the year with a final series of assessments helping to determine whether the student is ready socially, developmentally and academically to be promoted to the 1st grade. The Kindergarten teacher will identify students not ready to be promoted and will conference with those parents during the fourth quarter in order to jointly reach a decision on promotion options.

**Grades 1-4:** Students must pass four of five core areas (math, science, social studies, reading and language arts) in order to be automatically promoted to the next grade the following year. Any student failing core subjects of the first two quarters will be reviewed in January by a Student Study Team. Any student failing core subjects in two of the first three quarters of the school year will automatically be reviewed for possible retention by a Student Study Team in May. Student Study Teams for grades K-4 will be formed consisting of the parent, current grade teacher, a special education teacher, the guidance counselor and the principal. A student may be retained under other circumstances with parental permission.

**Grades 5-8:** Students must pass three of four core areas (math, science, social studies, and communication arts) in order to be automatically promoted to the next grade the following year. Any student having 2 F's will be referred for possible retention by a Student Study Team. Student Study Teams for grades 5-8 will be formed consisting of the teacher from the failing class(es), the guidance counselor, a special education teacher and the principal.

Student Study Teams shall meet in early January and May of each year to review students in danger of failing.

### **Extra Curricular Activities Program:**

The Board of Education believes that student activities sponsored by the school are vital part of the total education program and should be used as a means of developing wholesome attitudes and good human relations, as well as knowledge and skills. The board further recognizes that not all the districts goals and objectives can be met in the formal classroom study. Therefore, the district extracurricular activities program will provide opportunities for student participation in activities designed to meet leisure, recreational, social and emotional interest and needs.

Extracurricular activities will be those organized and supervised activities conducted under the auspices of the school district which primarily involve students in activities occurring outside academic class time, for which no unit credits are awarded. These activities shall provide for individual, small group and/or student body participation.

All extracurricular activities must have a duly appointed sponsor, advisor, or coach who is board approved. It shall be the duty of such individuals to attend all meetings, functions, or practices of the various groups, to advise students regarding the proper conduct of affairs, and to keep the building principal informed regarding activities. No team or other group of pupils shall leave the school district for any interscholastic game or interschool activity unless accompanied by a coach, director or someone delegated by the principal, who shall remain with the team or group until it returns to the school, and the team or group shall at all times be subject to the authority of the person(s) accompanying it.

The following are to be considered extracurricular activities:

- Student government and its related activities and organizations

- Organized activities that are a part of interscholastic athletics/sports
- All types of interscholastic/interschool competition
- Special interest clubs and activities

Any program of extracurricular activities in the School District shall be governed by the following guidelines:

1. Students must have no “F’s” (59% or lower) grade in any subject or area class.
2. Students will be placed on extracurricular suspension if at any time a grade falls below 60% in any subject or area class. Extracurricular suspension will be reviewed by the teacher, principal and coach/sponsor every week.
3. Any additional requirements set by the Board of Education, administration, sponsor or coach will be presented in writing to the students at practices/meetings or games as needed.

**Special Services Programs:**

The public school has developed a Local Compliance Plan for Implementation of Special Education and this plan is available for public review during school hours on day’s school is in session. The plan can be found in the office of the Superintendent of schools. The Local Compliance Plan is written narrative that describes the district’s plan for compliance with requirements for identifying and serving all students district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. The plan also describes the assurances that services are provided in compliance with the requirement of 34 CFR 76. 301 of the General Education Provision Act.

Public schools in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities form birth through age twenty-one (21) who resides in the district or whose parent/legal guardian resides in the district. This census is complied as of October 1<sup>st</sup> of each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian’s name/address; birth date and age of each child; and each child’s disability or suspected disability. Should the district fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted.

Pursuant to the requirements of state law 162.997-999 RSMo, the State Board of Education is required to appoint a surrogate parent at such times as it becomes evident that a child with disabilities does not have a parent or person acting as a parent to participate in matters dealing with the provisions of special education. For purposes of surrogate parent appointment, “parent” is defined as a biological parent, guardian, or person acting as parent of a child including, but not limited to, a grandparent, step parent, or foster parent with whom the child lives. The term does not include the State if the child is a ward of State. The term does not include a person whose parental rights have been terminated.

The local school district is given the responsibility to determine when a child with a disability who requires special education and who resides in the District is without a parent. The District must notify the Missouri Department of Elementary and Secondary Education of the need to

appoint a surrogate parent. Training for such persons serving as surrogate parents will be provided by the Missouri Department of Elementary and Secondary Education and the district.

This notice can be provided in any language that may be necessary.

If you have a child or know of a child with a disability who is not attending the public school; or, if you are interested in learning more about volunteering to serve as a surrogate parent for a child with disabilities you may contact:

Mrs. Bethany Deal or Mrs. Kitchell  
Richwoods R-VII School District  
10788 State Highway A  
Richwoods, MO 63071  
(573) 678-2257

**Franklin County Special Education Cooperative:**

Richwoods R-VII is a member of the Franklin County Cooperative. Our psychological testing, speech therapy, occupational therapy and alternative school services are contracted with that cooperative.

**Free and Appropriate Public Education (FAPE) is a Right:** All public schools are required to provide a free and appropriate public education to all students with disabilities, including those attending private/parochial schools, beginning on the child's third birthday through age twenty-one (21), regardless of the child's disability. Disabilities include: learning disabilities, mental retardation, behavior disorders/emotional disturbance, speech disorders (voice, fluency or articulation), language disorders, visually impaired, hearing impaired, physically/ other health impaired, multiple disabilities, deaf/blind, autism, early childhood special education, and traumatic brain injury.

**Early Childhood Special Education:**

Early Childhood Special Education programs are designed for 3 and 4 year old children. The Early Childhood Special Education program provides one half day of instruction for the following disabilities.

1. Speech/Language Disorders
2. Deaf/Blind
3. Visually/Hearing Impaired
4. Mental Retardation
5. Autistic and any other impairment

**EMH & Learning Disabilities:**

Special Education Services are provided in the Richwoods R-7 School District for any child that has special needs. The groups are kept small and instruction is individualized. Several learning centers are available to students who may require special attention for maximum developmental growth.

**E.D.:**

Special Education services are provided for any child with special needs in the area of behavior. A certified teacher or consultant model of the Emotionally Disordered offers small group and individualized instruction. The Franklin County Coop assists in providing these services.

**Speech Therapy/Hearing:**

The staff of Richwoods R-7 includes fully certified speech therapists qualified to diagnose and treat speech impediments of all types. At the start of each year, an individualized educational program (IEP) is developed for each child in the program that is designed to help correct his/her speech disorder. During the year the IEP is followed and progress is noted. Parents are notified as to the student's progress and needs for the future. Fully certified speech pathologists supervise and/or provide the treatment.

**Title I Reading:**

The staff of Richwoods Elementary also includes a teacher certified in the area of Reading Specialist. This program is designed to help the children who have difficulty in the mastery of reading skills. The classes are kept small to help provide individual instruction. Children are selected for the program by teacher recommendation and various assessment tools.

**Accelerated Reader Program:**

The Accelerated Reader Program provides "high quality" reading material and more independent reading, as well as an individual, noncompetitive, non-threatening, motivation for reading. Motivation is a key to reading that makes this program equally effective for slow and gifted readers.

The Accelerated Reader provides a framework for individualization. By using the computer as a standard record-keeping device, with a test to measure outcomes whenever a book is read, teacher have a complete system for individualizing reading time as never before. A completely individualized independent reading period allows teachers to have individual conferences, listen to individual students read, match pairs of students together for reading, and guide reading experiences with each and every student within the regular classroom.

There is parent/community Accelerated Reader Program available. This program will help you to model good reading habits.

**Parents As Teachers Program:**

The Parents as Teachers Program is a state funded service offered in every school district as of 1985. This program offers practical information and guidance to parents who have children from birth to the age of five years. This home/school partnership increases parent's knowledge and skills in fostering their child's development and identifies potential handicaps of children before they start school. Also, Parents as Teachers provides periodic screenings, home visits, and group meetings for the parents. Parents wishing to inquire about this program should call the school and leave a message for the Parents as Teachers Coordinator.

**Richwoods R-VII Smoke Free Policy:**

The Richwoods R-VII School District has adopted a Smoke-Free/Tobacco-Free policy. There will be no smoking or use of tobacco products allowed in our buildings. This includes cigarettes, cigars, e-cigarettes, chewing tobacco, or other forms of tobacco.

**Public Complaints:**

The board recognizes that situations of concern to parents/guardians of the public may arise in the operation of the District. Such concerns are best resolved through communications with the appropriate staff members and officers of the school district, such as the faculty, the principal, and the Board. The following steps are proper procedures to be followed by persons with questions or complaints regarding the operation of the school district:

1. Complaints on behalf of individual students should first be addressed to the teacher.
2. Unsettled matters from (1) above, or problems and questions concerning the schools, should be directed to the principal of the school.
3. If the principal cannot settle the matter satisfactorily, it should be brought to the Board of Education. Questions and comments submitted to the secretary of the Board in letter form will be brought to the attention of the entire Board at a regularly scheduled or called meeting. If necessary, a Board hearing will be scheduled to resolve the complaint. However, the decision of the Board shall be final except in the case of complaints concerning the administration of federal programs. In that case the complainant may go to the appropriate section of the Department of Elementary and Secondary Education and from there on to the United States Secretary of Education.

The Board considers it the obligation of the professional and support staff of the district to field the questions of parents/guardians or the public. Accordingly, the district will inform patrons of this complaint procedure and its availability for lodging complaints against the local district or the state.

Complaints regarding district compliance with non-discrimination laws will be processed according to the grievance procedure (AC-R), established for that purpose.

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

**Title VI, Title IX & Section 504:**  
**Grievance Procedure:**

Students, parents of students or employees have the right to file a formal complaint alleging noncompliance with regulations outlined in Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972 and section 504 of the Rehabilitation Act of 1973.

**Level One:**

Principal or immediate Supervisor (informal and Optional – maybe bypassed by the grievant)  
Employees with a grievance of nondiscrimination on the basis of sex, race, national origin or

disability may first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student or parent with a complaint of discrimination on the basis of sex, race, national origin or disability may discuss it with the teacher, counselor or building administrator involved.

### **Level Two:**

Title IX and Section 504 Coordinator(s)- If the grievance is not resolved at level one and the grievant wish to pursue the grievance, they may formalize it by filing a written complaint on a Complaint Violation Form, which may be obtained from the Title IX and Section 504 coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of a formal written complaint at level two must be written within fifteen days (15) working days from the date of the event giving rise to the grievance or from the date the grievant could reasonable become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX and Section 504 Coordinator. A parent or guardian may accompany a minor student. The Title IX and Section 504 Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

## **A Parents' Guide to No Child Left Behind The Right to be Informed**

Under the Elementary and Secondary Education Act (often referred to as No Child Left Behind), what does a parent have the right to know?

Under this act, parents of children in schools that received Title I dollars have the right to request information regarding the professional qualifications of their children's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification 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 for which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher, any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Timely notice that the parents' child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who is not considered "highly qualified" under federal law.
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.

### **How do I know if my child is being served by a paraprofessional?**

A paraprofessional, sometimes referred to as an instructional assistant, is a person who is employed by the district and assigned to a classroom or classrooms to provide instructional support consistent with the instruction provided by the classroom teacher or teachers.

Paraprofessionals hired after January 8, 2002 must have:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's or higher degree; or
- Met a rigorous standard of quality, and can demonstrate, through a formal state exam or local academic assessment, knowledge of and the ability to assist in instructing either of the following:
  1. Reading/language arts, writing and mathematics; or
  2. Reading readiness, writing readiness and mathematic readiness.
- Paraprofessionals hired before January 8, 2002 must have met these requirements no later than January 8, 2006.
- Certain exceptions may apply. Consult your district for clarification.

### **What do I have the right to know about the school improvement process?**

At each stage of school improvement—initial identification, corrective action and restructuring—the school district must furnish parents with a detailed explanation of the causes and consequences of the school's performance, and parents can be involved. The notice must contain the following:

- An explanation of what the identification as a school in need of improvement means, and how the school compares in terms of academic achievement with other schools in the district and the state.
- The reason for the identification.
- An explanation of how the school is addressing the problem, as well as what the school district and/or state are doing to help the school address the problem.
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as needing improvement.
- An explanation of the parents' option to transfer their child to another public school (with transportation paid for or provided by the local educational agency), and, if applicable, the opportunity to access supplemental services.

How is a school determined to be low-performing?

Under No Child Left Behind, every state must set the goals that each school must meet. If a school does not make adequate yearly progress toward meeting those goals for two consecutive years, that school becomes identified for school improvement.

Federal Programs Director: Mrs. Bethany Deal, 573-678-2257

For additional information:

[www.dese.mo.gov](http://www.dese.mo.gov)

[www.NoChildLeftBehind.gov](http://www.NoChildLeftBehind.gov)

1-800-USA-LEARN

**Prohibition Against Discrimination, Harassment And Retaliation:**

The Richwoods R-VII Board of Education is committed to maintaining a workplace and education environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Richwoods R-VII School District is an equal opportunity employer.

**Facilities**

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with 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 Services. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

**Individuals with Disabilities**

The district will identify, evaluate and provide a free, appropriate education to all students with disabilities in accordance with law. Anyone who knows or believes that a child may have a disability regardless of whether the child is currently enrolled in the Richwoods R-VII School District is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

**Reporting**

The district's nondiscrimination policy and grievance forms are located at any district office.

The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's nondiscrimination policies:

Bethany Deal  
Superintendent  
10788 State Hwy A  
Richwoods, MO 63071  
573-678-2257

(573)-678-5207

bdeal@richwoods.k12.mo.us

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

Sherry Souders

Counselor

10788 State Hwy A

Richwoods, MO 63077

573-678-2257

573-678-5207

ssouders@richwoods.k12.mo.us

Inquiries may also be made to the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, the Missouri Commission on Human Rights, the USDA or the U.S. Department of Justice if applicable.

Office for Civil Rights

Phone: 816-268-0550

TDD: 800-877-8339

E-mail: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

Equal Employment Opportunity Commission

Phone: 800-669-4000

TTY: 800-669-6820

E-mail: [info@eeoc.gov](mailto:info@eeoc.gov)

U.S. Department of Agriculture

Director, Office for Civil Rights

Room 326-W, Whitten Building

1400 Independence Avenue SW

Washington, DC 20250-9410

Voice and TDD: 202-720-5964

U.S. Department of Justice

Phone: 202-514-4609

TTY: 202-514-0716

E-mail: [AskDOJ@usdoj.gov](mailto:AskDOJ@usdoj.gov)

Missouri Commission on Human Rights

Phone: 877-781-4236

TDD: 800-735-2966

Relay Missouri: 711 or 866-735-2460

E-mail: [mchr@labor.mo.gov](mailto:mchr@labor.mo.gov)

### **Programs For Homeless Students:**

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

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one (1) of the above-described circumstances.

### **Enrollment/Placement**

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

### **Programs for Migrant Students:**

The Board of Education of the Richwoods R-VII directs the administration to identify migratory children in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children the district will:

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

If a migrant student is identified by the district, the superintendent or designee will notify the State Director and request assistance if needed.

### **Programs for English Language Learners:**

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

### **Definitions**

*Language Minority (LM)* - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

*Limited English Proficiency (LEP)* - Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

*English Language Learner* - Refers to an LM student with limited English proficiency.

*English for Speakers of Other Languages (ESOL)* - An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

*Bilingual Education* - An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native

language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

*Child* - Any individual age 3-21.

*Parent* - Parent, legal guardian or person otherwise responsible for the child.

*Language Instruction Education Program* - An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is Bethany Deal, Superintendent.

The Board directs the coordinator to develop and implement language instruction programs that:

1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

**Assessment Program:**

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

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

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

### **District Assessment Plan**

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan 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 can monitor academic progress.
2. *Student Guidance* - To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* - To provide data that 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.
  - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* - To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* - To ensure the district maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

### **Reading Assessment**

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

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

### **English Proficiency Assessments**

The district will annually assess the English reading, writing and oral language skills of district students with limited English proficiency.

### **Statewide Assessments**

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

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

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

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

### **National Assessment of Educational Progress**

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

### **Directory Information:**

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.

The school district designates the following items as directory information.

*General Directory Information* – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

*Limited Directory Information* – In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to: school officials with a legitimate educational interest; parent groups or booster clubs that are recognized by the Board and are created solely to work with the district, its staff, students and parents and to raise funds for district activities; parents of other students enrolled in the same school as the student whose information is released; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

### **Law Enforcement Access**

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in federal law.

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

### **Children's Division Access**

The district may disclose education records to representatives of the CD when reporting child abuse and neglect in accordance with law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.



Richwoods R-VII School District  
July 2015 - June 2016

**July**

**January**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-New Year's Day-No School  
 4-School Resumes  
 15-PD-No student attendance  
 18-MLK Day-No School

### August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 - 9am New Teacher Orientation  
 10 - 8am Teacher In Service  
 11 - 8am Teacher In Service  
 11 - 5:00-7:00 pm Open House  
 12 - 10am Teacher In Service  
 13 - First Day of School

### February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

15-President's Day (No School)  
 15-(W5)

### September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7-Labor Day (No School)  
 25-PD (No student attendance)

### March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4-End of 3<sup>rd</sup> Qtr. (42 days)  
 11-PD (No student attendance)  
 24-Spring Break (No School) (W6)  
 25-Spring Break (No School)  
 28-Spring Break (No School)  
 28-Test Window opens

### October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16-1<sup>st</sup> Qtr Ends (45 days)  
 22-Parent Teacher conferences  
 Early Release 1:30  
 23-Parent Teacher conferences  
 (No student attendance)

### April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11-PD (No student attendance)

### November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

16-PD (No student attendance)  
 25-Thanksgiving Break  
 26-Thanksgiving Break  
 27-Thanksgiving Break

### May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17-Last Day of School (47 days)  
 Early Release 1:30  
 17-End of 4<sup>th</sup> Qtr/2<sup>nd</sup> Sem  
 18-Teacher Workday(W1)  
 19-(W2), 20-(W3), 23-(W4)

### December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18-End of 2<sup>nd</sup> Qtr/1<sup>st</sup> Semester  
 (40 days)  
 21-31-Winter Break

### June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

W-Inclement Weather-make up day

PD-Professional Development

174 Student Attendance/185 Teacher Attendance

