`

EXCELSIOR SPRINGS
SCHOOL DISTRICT
Together, Achieving Excellence

EARLY CHILDHOOD STUDENT HANDBOOK

2026-2027

The mission of the Excelsior Springs School District, in partnership with students, parents and community, is to assure a focused and challenging curriculum that will monitor progress and provide a compre hensive system of support to prepare all students for their next level of learning

EXCELSIOR SPRINGS SCHOOL DISTRICT
Together, Achieving Excellence

`

ECC Student Handbook
Table of Contents

Welcome
District Policy 3
Building Level Administration 3
District Program Facilities 3
Early Childhood Programs 3
Before/After School Childcare 4
Elementary Bell Schedule 4
School Year Calendar 4
School Closing 4
School Messenger 4
Definition of Terms 4

Attendance Policies
Compulsory Attendance 5
Absence Reporting 5
Attendance Review Procedures 5
Tardies and Early Releases 5
Perfect Attendance 5
Make-Up Work 5

General Information
Transportation 5
Change of Address 6
Visitors 6
Breakfast & Lunch Programs……6
Food Service Management 6
Smart Snacks and Wellness 7
PowerSchool for Parents 7
Directory Information 7
Media Exposure 7
Cellular Communication Devices 7
Lost & Found 7
Special Deliveries 8
District Instructional Materials 8

Student Health and Safety
Guidelines for Keeping Students Home 8
Communicable Diseases 8
Immunizations 8
Medication Policy 8
Medical Marijuana U Cannabidol 9
Emergency Medications 9
Documentation from Physician for Accommodations 9
Assistive Devices 10
Head Lice Policy 10
Outdoor Recess 10
Student Dismissal Precautions……10
Suicide Awareness and Prevention……10
Trauma Informed Schools Initiative……11
Earthquake Procedures for MO Schools 11

Academic Accountability
Missouri Early Learning Standards 12
Play Based Learning 12
Desired Results Developmental Profile 12

Interventions & Supports
Positive Behavior Intervention & Supports 13
Response to Intervention 13

Behavior Accountability
Bullying 13
Electronic Devices/Toys/Pets 13
Dress Code 13
Harassment 13
Truancy 14

Student Discipline
Student Code of Conduct 14
Reporting to Law Enforcement 14
Documentation in Discipline Record 14
Suspensions & Consequences 14
Disciplinary Actions 15
Prohibited Conduct 15

Parent Notifications
Education Records 21
Every Student Succeeds Act of 2016 23
Notification of Rights Under FERPA 24
USDA Nondiscrimination Statement 24
Notice of Nondiscrimination 25
Annual Asbestos Notification 25
Public Notice 25
Protection of Pupil Rights Amendment 26
Programs for Homeless Students 26
McKinney Vento Act 28
Students in Foster Care 28
Programs for English Language Learners 28
Programs for Migrant Students 29
Public Complaints…… 30
Student Services……30
Assessment Program 30
Public Information Program… 30
Staff-Student Relations 31
Section 504 Notice 35
Programs for Gifted Students 35
Teacher Qualification 36

EXCELSIOR SPRINGS
SCHOOL DISTRICT
Together, Achieving Excellence

`

Important Note about the Student Handbook: The rules you are about to read in this student handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These rules support, but do not limit, our authority.

WELCOME

Welcome to the Excelsior Springs School District. Our district has one Early Childhood Center which welcomes all district preschool aged students. In the Excelsior Springs School District, we strive to provide every opportunity for your student to be successful. The best way to achieve success in that effort is to create a strong communication system between school and home. A critical element of that effort is the expectation that students will be held accountable for their behavior and effort toward their academics. Every student has a right to a school environment that is safe and conducive to learning. In addition to that, students are a direct
reflection of their parents' belief about our school, education, and the importance and value of it.

Every teacher in the district is available through both voicemail and e-mail. If at any time you have a question concerning your student's success or school experience, please do not hesitate to contact their classroom teacher. They are there to help and encourage your participation and interest in your student's education.

DISTRICT POLICY

Students and their education are the primary concern of the district. The Board of Education and district staff shall work together to establish an environment conducive to quality education opportunities for all students. (Policy JA)

Excelsior Springs School District #40 is an equal opportunity institution and there shall be no discrimination on the basis of age, sex, race, color, national origin, economic status, or disability in the recruitment, selection, treatment and promotion of students and/or employees.

Policies and regulations of the Board are located on the district website under Board of Education. The Board Policy also contains guidelines for due process and discrimination complaints.

BUILDING LEVEL ADMINISTRATION

Early Childhood Center (816) 630-9297
Ms. Chelsea Lane - Principal

DISTRICT PROGRAM FACILITIES

Transportation 630-9929
Kim Green

Rockin' Tiger Club Grades K-5 (816) 630-9262
Ms. Elisha Dale- Director
Ms. Rosie Medina- Program Coordinator

Parents As Teachers (816) 630-9293
Ms. Kathy Emery

EARLY CHILDHOOD PROGRAMS

Excelsior Springs School District offers a developmentally-appropriate education through which all young children actively build their individual potential in a positive, nurturing, culturally diverse environment.

Early Childhood Center: Title I Preschool is a federally funded program providing services to children at all developmental levels, ages 3 to 5 (non-kindergarten) years of age. The building houses both full day and half- day programs. Most classrooms provide services at no cost to eligible children, and there are also tuition-based options. Eligibility is determined through a developmental screening process. This program is designed to prepare children for successful school entry.

Headstart Program: This program services students who will turn 3 or 4 years of age by July 31st. Call 630-1484 for more information.

Parents As Teachers: This is an early learning program for parents with children birth to age three through personal home visits, information, ideas, and activities presented to parents/guardians to help them be their child's first and best teachers. Call 630-9293 for more information.

ECC SCHEDULE

Regular Bell Schedule	
AM & Full Day Arrival	8:30 am
AM Dismissal	11:15 am
PM Arrival	12:30 pm
Full Day Dismissal	2:30 pm
PM Dismissal	3:30 pm

STUDENT HOURS

The official starting and ending times are listed above.

The District will not be responsible for supervising students outside the stated times unless their attendance is part of a supervised activity.

SCHOOL YEAR CALENDAR

8/10-8/13	***New Teacher In-Service***
8/17-8/20	***Teacher In-Service***
8/24	***First Day of School***
9/7	***No School / Labor Day***
9/11	***Half Day/ In-Service***
9/25	***Homecoming***
10/9	***Half Day/ In-Service***
10/22	***PTConf/Half Day***
10/23	***No School***
11/13	***Half Day/ In-Service***
11/23-11/27	***No School / Thanksgiving***
12/11	***Half Day/ In-Service***
12/18	***Half Day***
12/21-1/5	***No School / Winter Break***
1/4 to 1/5	***No School / In-Service***
1/15	***Half Day/ In-Service***
1/18	***No School/MLK Day***
2/12	***Half Day/ In-Service***
2/15	***No School/President's Day***
3/12	***Half Day/ In-Service***
3/29-4/2	***No School / Spring Break***
4/9	***Half Day/ In-Service***
5/14	***Graduation***
5/21	***Planned Last Day/half day***

ECC Calendar Changes

Calendar Change	Dates
ECC Home Visits (Head Start requirement)	August 24th and 25th- No School
ECC First Day of School	August 26th
Fall Parent Teacher Conferences (Head Start Requirement)	October 21st: AM session and Full Day only (dismiss at 11:15am) October 22nd: No School
Winter Parent Teacher Conferences (Head Start Requirement)	February 11th: No School February 12th: No School
Spring Parent Teacher Conferences (Head Start Requirement)	May 6th and 7th
Spring Mass Screening Date	March 26th: No School

SCHOOL CLOSINGS

In the event that school is closed due to inclement weather or any unforeseen emergency, the decision will be released through the Superintendent's Office and can be heard on KMBC, WDAF, KCTV, and KSHB television stations, several local radio stations, and from School Messenger.

SCHOOL MESSENGER

School Messenger is used in ESSD40 to send automated messages to parents and guardians. Throughout the school year, School Messenger will send you messages about a variety of things including attendance, emergencies, and school closings. This tool isn't intended to replace traditional communication with the school. As always, please call the school if your student is going to be absent, or if you need to schedule an appointment with the principal or teacher. To make School Messenger as efficient as possible, please make sure that you provide current contact information. Only one number per student can be designated for this notification. If you have any questions about School Messenger, please contact a school administrator. To update your contact information, please contact the attendance secretary

DEFINITION OF TERMS

PLC (Professional Learning Community)
District philosophy that emphasizes teacher collaboration,data-driven instruction, and interventions to ensure all students learn.

MELS (Missouri Early Learning Standards)
The state department of education created expectations for early childhood curriculum. These are the objectives that are taught throughout the school year. In addition, the DRDP developmental scale is based on these MELS. The MELS can be found at the Missouri Department of Elementary and Secondary Education's website (www.dese.mo.gov).

RtI (Response to Intervention)
A district-wide initiative that allows for the utilization of resources for students in need of academic or behavioral support. RtI provides a seamless system of intervention and resources which allow students to make significant progress whether they are at risk for failure or are not meeting their full potential.

PST (Problem Solving Team)
PST is a group of teachers that work collaboratively to implement research based learning interventions in order to meet the needs of students that may be struggling with academics or behavior. This group helps the classroom teacher implement and monitor specific research-based instructional strategies with students.

PBiS (Positive Behavioral Interventions & Supports) Research-based system of school-wide practices and supports designed to support the academic and social success of all students.

ATTENDANCE POLICIES

Why is attendance at the Early Childhood Center Important?

Preschool helps to prepare children for longer periods of separation in kindergarten. These programs also help children learn to trust adults outside of their parental unit, and create an attachment to places and people outside the family home. This development sets the foundation for lifelong learning, behavior, and health. The experiences children have in early childhood shape the brain and the child's capacity to learn, to get along with others, and to respond to daily stresses and challenges.

COMPULSORY ATTENDANCE

Missouri Statute 167.031, RSMo, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and the compulsory attendance age for the district, must ensure that the child is enrolled in and regularly attends public, private, parochial school, home school or a combination of schools for the full term of the school year.

NOTE: The term "compulsory attendance age for the district" shall mean seventeen (17) years of age or having successfully completed sixteen (16) credits towards high school graduation in all other cases. (Policy JEA)

Regular and punctual patterns of attendance will be expected of each student enrolled in the school district (Board Policy JEA, JED). Students should strive to maintain a good attendance record, because there is a direct relationship between school attendance and grades, citizenship, and success in 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 school cannot teach students who are not present.

ABSENCE REPORTING

On the days of absence, a parent should notify the office by phone before 9:00 am for each day of absence. If the school office does not receive notification, the family will receive a phone call by the school to notify the parent(s)/ guardian(s) of the absence. If the student was absent due to a medical appointment or other unavoidable and documentable appointment, then a note must be turned in to the office so the absence can be documented as "Verified".

In order to participate in after school and evening activities, students must be in attendance during the entire school day, unless prior approval has been given by a building administrator.

ATTENDANCE REVIEW PROCEDURES

To support students in meeting the Missouri Department of Education's guideline of students attending 90% of the school year of the the Excelsior Springs School District's 1,044 scheduled student contact hours, the following procedures will be implemented at each of the District's K-12 buildings. **ALL** absences, tardies, and early releases will be considered as infractions of the compulsory attendance guidelines, and will be used to determine a student's attendance rate. Students will be recognized for meeting attendance expectations. The ECC will communicate regularly with parents to inform them of their child's attendance rate.

1. When a student's attendance rate falls below 90%, a phone call may be made home to remind parents of the compulsory policy.
2. When a student reaches 5 unverified absences, parent contact will be made.
3. When a student reaches 10 unverified absences, a letter will be sent home to the family.
4. When a student misses 10 consecutive days and they are unverified, a letter will be sent home and a phone call made to notify the family that the child will be dropped from the program unless they reach out within 24 hours.
5. When a student's attendance rate remains below the Missouri Department of Elementary and Secondary Education's 90% attendance guideline, a Hotline report and/or a referral to the Clay or Ray County Juvenile Office may be made.

TARDIES AND EARLY RELEASES

Chronic tardiness and/or early releases create a

hardship for students and teachers. Every minute of the school day counts. Parent/Guardian cooperation in seeing their child attends the entire school day is expected.

- ☐ Parent/Guardian must accompany their child into the office upon late arrivals to ensure student safety, sign him/her in, and make contact with office personnel.
- ☐ Parent/Guardian must pick students up in the office for early dismissals to ensure student safety, sign him/her out, and make contact with office personnel.

PERFECT ATTENDANCE

Please note that in order for students to qualify for perfect attendance, the student must have perfect attendance with no full or partial days of absence.

GENERAL INFORMATION

Parents must request bus transportation in order for their child to be assigned to a bus. Bus riders may not ride a different bus or get off at an alternate stop. Parents must request bus transportation in order for their child to be assigned to a bus. Bus riders may not ride a different bus or get off at an alternate stop. Exceptions to this are only made in EMERGENCY situations, not for social reasons. In case of an emergency, the Bus Supervisor must approve the request. The First Student Transportation phone number is 630-9929. See policies JFCC, JG-R, and JFCC-AP for more information.

CHANGE OF ADDRESS

Please update E-Registration through your PowerSchool Parent Portal if you have a change of address or telephone numbers. It is important for the school to have a correct address and phone number to use in case of an emergency.

VISITORS (Policy KK)

Parents are welcome to make appointments to see a teacher, the principal, or the counselors. Scheduled appointments are highly encouraged. Walk-in requests for meetings may not be possible. Friends of students may not be brought to school as visitors. The Board of Education and administration will not tolerate any person or persons whose presence disturbs the educational environment, instructional process, or extracurricular activities. Disruptive conduct by visitors will result in the imposition of limited or no access to school property or functions.

TRANSPORTATION

The Excelsior Springs School District makes every effort to provide the safest, most efficient and convenient transportation system for our students. Student safety en-route to and from school is imperative.

School bus riders are under the direct supervision of the bus driver. **Riding a bus is a privilege.** Safety rules are explained to all bus riders and, therefore, violators may have their privilege to ride removed. Students will be issued a conduct slip for inappropriate behavior.
Conduct notices will be reviewed by the building administrator. First Student Transportation reserves the right to use surveillance cameras on the buses.

MEALS AT THE ECC

Breakfast, lunch, and snacks are available in all full day classrooms. Half day classrooms only receive a snack. All full day meals meet CACFP (Child & Adult Care Food Program) requirements. Half day snacks meet the district wellness guidelines.

Head Start Students: *No cost
Full Day Peer Model: Included in tuition
Half Day Students: A donation of $100 per year or snack donations are recommended

* Refers to students who meet government-determined guidelines and have an application on file with the school. Free/Reduced lunch applications are available in the school offices.

EXCELSIOR SPRINGS SCHOOL DISTRICT
Together, Achieving Excellence

FOOD SERVICE MANAGEMENT (MEAL CHARGES) (Policy EF-AP1)

Unless meals are provided at no charge, the district expects students to pay for meals in their tuition or through a donation. The district allows limited charges. This service is not designed or intended to provide a credit service for continuous charging and collection of student meals. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

Notice

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administration, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

district's website, and information about charging meals will be included in the student handbook.

Mandated Reporters

District employees are mandated by the state of Missouri to report any instance of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

Working with Parents/Guardians

To ensure that parents/guardians have ample opportunity to resolve situation involving unpaid meal charges, the district will:

1. Provide timely notification to parents/guardians of account balances for meals over five ($5) dollars.
2. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

Debt Collection/Delinquent Debt

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines that debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district.

Bad Debt

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using non federal funds. NSFSA resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs.

Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.
2. State and local funds provided to cover the cost of student meals.
3. Local contributions from organizations or individuals.
4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFSA.
5. Revenue from the sale of a la carte items and profits from foods not purchased with NSFSA funds and funded by an account separate from the NSFSA.
6. Revenues from catering or contracting services that operate from an account separate from the NSFSA.

Records

The district will maintain detailed records pertaining to delinquent and bad debt, including:

1. Evidence of efforts to collect unpaid meal charges.
2. Evidence that collection efforts fell within the time frame and methods established by this procedure.
3. Financial records showing when delinquent debt became bad debt.
4. Evidence that funds written off as bad debt were restored to the NSFSA from non-federal sources.

SMART SNACKS & WELLNESS

The ECC will follow Policy ADF in promoting and providing healthy choices in celebrations and rewards for students. School and classroom snacks will meet the USDA Smart Snacks guidelines in order to be consumed during the school day. Non Food or activity- based rewards will be utilized whenever possible.

The district will provide parents/guardians and district employees a list of foods and beverages that meet the Smart Snacks nutrition standards and a list of healthy party ideas, including nonfood celebration ideas. This includes, but is not limited to, foods and beverages provided or made available to students. Energy drinks are not on the Smart Snack list.
Wellness Plan Link

POWERSCHOOL FOR PARENTS

Parents can get information about their student's attendance and account balances by logging on to PowerSchool for Parents. To use this internet tool, go to the district web page at http://essd40.com/. Find the "For Parents" link on the navigation bar at the top of the page. Select the PowerSchool for Parents link. You may obtain your username and password by contacting the attendance secretary at each school.

DIRECTORY INFORMATION (Policy JO)

Directory information is considered "public record" which must be released by the district to any person who requests it under the Missouri Sunshine Law, 610.010- 030, RSMO. If you choose not to have the directory information released, please provide notice in writing to the School principal within (10) school days after enrollment. 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. The school district designates the following items as directory information:

Students at the ECC: Student's name; parent's name; date and place of birth; grade level; bus assignment; enrollment status (e.g., full-time or part-time); participation in school-based activities; dates of attendance; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

MEDIA EXPOSURE

Media personnel frequently come to the school to interview and take pictures in conjunction with activities and programs. Students and activities are also frequently featured on our website. If you don't want your child photographed or interviewed (either in a group or individually) for media publication purposes (including our website) please notify the principal in writing within 10 school days of receiving this handbook.

CELLULAR COMMUNICATION DEVICES

Cell Phones (Policy EHB-AP)
Cell phones are not to be used, displayed, or turned on during school hours. The school will not be responsible for electronic devices that are lost, stolen, or broken. Parents and students are encouraged to consider the risks of bringing electronic devices to school.

LOST & FOUND

Please put your child's name on everything that is brought to school. Every year a large number of articles from the Lost and Found are donated to charity because they have no identification and go unclaimed. The school will not be responsible for lost or stolen property.

SPECIAL DELIVERIES

Delivery of flowers, balloon bouquets and other related items (i.e., birthday, Valentine's Day) will not be permitted during the school day. Students will be called to the office to pick up items at the end of the school day. Please note that balloons and glass containers are not permitted on district transportation.

DISTRICT INSTRUCTIONAL MATERIALS

Textbooks and iPads are furnished by the Excelsior Springs School District in K-12th grade, and checked out to students for instructional use. Care of textbooks and iPads is the responsibility of the students to whom they are issued. Students will be charged for lost or damaged books. Students will be charged whenever damage or loss of iPad occurs unless the ESSD Device Protection/Insurance has been purchased for the device.

EXCELSIOR SPRINGS SCHOOL DISTRICT
Together, Achieving Excellence

STUDENT HEALTH & SAFETY

GUIDELINES FOR KEEPING STUDENTS HOME

- If your child is not feeling well, please take their temperature. A child with a temperature of 100 or greater should remain home for 24 hours, fever free, without the use of fever reducing medications. If your child is sent home from school with a fever, they will be marked absent the next day to account for 24 hours.
- If your child is vomiting or experiencing diarrhea, they must remain symptom free for 24 hours following the last episode. If your child is sent home from school vomiting or with diarrhea, they will be marked absent the next day to account for the 24 hours.
- If your child has live lice, they need to stay home and have a treatment done on their hair before returning to school.

COMMUNICABLE DISEASES

- Students with infectious diseases that can be transmittable in school and/or athletic settings (such as, but not limited to chickenpox, influenza and conjunctivitis, strep throat, hand foot and mouth, and impetigo) should be managed as specified in: (a) the most recent edition of the Missouri Department of Health documentation entitled Prevention and Control of Communicable Disease and (b) documents referenced in I9CSR 20-20.030 and (c) in accordance with any specific guideline/ recommendation or requirements distributed by the local county of city health department.
- A student with a blood borne pathogen such as hepatitis B, Hepatitis C or HIV poses no risk of transmission through casual contact to other persons in a school setting. Students with one of these viruses shall be allowed to attend school without any restrictions which are based solely on the infection. The district cannot require any medical evaluations or tests for such diseases.
    - Exceptional situations: There are certain, specific types of behaviors (biting or scratching) or conditions (for example: frequent bleeding episodes or uncontrollable oozing skin lesions) which could potentially be associated with transmission of both blood borne and non blood borne pathogens.
- No students, regardless of whether he or she is known to be infected with such pathogens, should be allowed to attend school unless these behaviors or conditions are either absent or appropriately controlled in a way that avoids unnecessary exposure. (*See board policy JHCC communicable diseases*)

IMMUNIZATIONS

- Students cannot enroll/attend school unless immunized as required by Missouri State Law. *(See board policy JHCB inoculation of students)*
- Students who fail to comply with District and/or State regulations concerning immunizations and health records may not attend school until the problem is corrected. Proper immunizations must be completed, in progress, or have an exemption form on file at the time of enrollment.

MEDICATION POLICY (policy JHC)

The following guidelines have been established to protect our students from errors in medication and ensure their safety. These standards are in compliance with the Missouri Safe Schools Act, the Nursing Practice Act, and ESSD Board of Education policies. School Personnel will not give medication to students unless the following conditions have been met:

- All prescription medications **must** be accompanied by a current physician's order that the medicine be given during school hours. The order should state the student's name, dose, route of administration and time. Pharmacy labels are considered the equivalent of a physician's order but they must contain all of the above criteria.
- All prescription medication must be in a current prescription bottle labeled with the student's name, doctor's name, name of the medication, dosage and time to be administered. **An adult must bring in and pick up the medication.**
- All medication must be accompanied by written permission from the parent/guardian authorizing the nurse to administer the medication, including over-the-counter medications.

- All medications must be checked into the nurse's office by an authorized adult. Medication must be in a new/unopened container. Students are **not** allowed to carry any type of OTC medication such as cough drops, eye drops, Tylenol etc.

The nurse's office will carry stock medication that can be utilized by students during the school year.

Medication in stock includes:

- Medication is dosed based off of recommended dosage per box
- Parents must sign the stock medication authorization form in order for students to be administered the medication. A maximum of 30 doses will be given throughout the school year. If any additional doses are requested/required, a parent will need to come to the school and administer it.

Self-administered medications

- An authorized prescriber may recommend that an individual student with a chronic health condition be allowed to be in possession of their medication on district property for the purpose of self-administration. The district will permit possession of medication for the treatment of a chronic health condition including, but not limited to:
    - Asthma
    - Allergy induced anaphylaxis
    - Diabetes
    - Seizures
- No student will be permitted to possess any medication unless the parent/guardian has submitted all required authorizations and releases in accordance with *Board Policy JHCD.*
- Parents should inform the child's building nurse of the condition and have the proper paperwork filled out by a physician stating the need to self carry/administer and the student's ability to administer it correctly and responsibly.

MEDICAL MARIJUANA AND CANNABIDIOL (CBD) OIL (Policy JHCD)

- The district does not permit the possession or administration of marijuana or marijuana-infused products for medicinal purposes on district property or at district events since these products are prohibited under federal law.
- In accordance with state law, parents/guardians with a valid hemp extract registration card may possess CBD oil on district property for the purposes of administering it to their students who are less than 18 years old for the treatment of epilepsy.
- Students who have a valid prescription for a medication containing CBD will be permitted to possess and administer the prescription medication in accordance with this policy.
- When applicable, district staff will administer prescription medication containing CD in the same manner used to administer other prescription medication..

EMERGENCY MEDICATIONS

- In the event of a life-threatening emergency, your child may be administered emergency medication. This includes
    - Albuterol via inhaler (0.09mg/puff)
    - Albuterol via nebulizer (2.5mg per 3mL)
    - Epinephrine via Epi-Pen
    - Narcan
- If administration is required, calls will be made to both 911 and parents. If an injury, illness, or medical event requires immediate attention and the school is unable to locate the parent, emergency care will be provided by school/emergency medical personnel. This can result in the student being transported to a hospital emergency room. The school district is not responsible for the subsequent treatment or medical expenses incurred after administration of first aid.
- If you do not want these medications to be given, please notify the building nurse and fill out an OPT OUT form.
    - If a student has an OPT OUT form and experiences an emergency in which these medications would be used- 911 will automatically be called as well as the parents. The building nurse will provide first aid without the use of those medications until emergency services arrive.

DOCUMENTATION FROM PHYSICIAN FOR ACCOMMODATIONS

If your student suffers from an injury or illness that will require time out of school or accommodations, a doctor's note is required. Information the note should include but is not limited to:

- Diagnosis and date student can return to school.
    - Example: Student tested positive for influenza. They may return to school when they are fever free 24 hours.
    - Example: Student diagnosed with upper respiratory infection. Student may return to school tomorrow.
- Identification of limb(s) affected and how it's being treated
    - Example: Buckle fracture of the L wrist. In cast for 4 weeks.
- Restrictions/accommodations
    - Example: student cannot participate in running, jumping or kicking at recess or in PE until follow up appointments. May walk and use arms in activities.
    - Example: student is in cast and will be using crutches for the next 2 weeks. Please allow student to leave class a few minutes early and have assistance in carrying items.

ASSISTIVE DEVICES

- Assistive devices must be prescribed by a physician and be accompanied by a note. For chronic conditions- this would be included in their health plan from the physician. Examples include but are not limited to:
    - Crutches
    - Walkers
    - Knee scooters
    - Canes
    - Casts
    - Slings
    - Braces
    - Insulin pumps
    - Heart monitors

Head Lice Policy (Board Policy JHC-AP(2))

- If a student is found to have live head lice at school, the parent/guardian will be notified and the student will need to be picked up and treated at home. Other students who reside in the house will also be checked.
- Instructions for treatment and return to school will be sent home with the student.
- The student should not return to school for 24 hours after the discovery of the head lice to allow for treatment.
- Upon return to school, the parent/guardian must bring the student into the nurse's office to be examined by the nurse. The student may NOT ride the bus or attend RTC until they are examined and cleared by the nurse.
- Students are allowed to return to/be in school with nits. The nurse will inform and educate the parent/guardian on continuous combing and monitoring to ensure nits are completely removed.

OUTDOOR RECESS

Outside recess/activities may occur as long as the natural temperature and wind chill is above 20 degrees
F. Students will be expected to participate in all school activities, including outdoor and physical activities, unless a doctor's note is submitted to the school. The district safety director uses the following source (https://health.mo.gov/safety/childcare/pdf/weatherwatch.pdf) to make recommendations regarding outdoor activities based on weather information:

**30 degrees wind -chill is chilly and generally uncomfortable. Children may play outdoors and be comfortable when appropriately dressed for cold weather. Watch for signs of children being uncomfortable while playing.*

**20 degrees to 30 degrees wind-chill is cold. Use caution and closely observe the children for signs of being too hot or too cold while at play. Hats, gloves, and coats must be worn.*

When the temperature and/or heat index reaches 100 degrees F, students will spend limited time playing outdoors. Additional hydration is necessary and close supervision by school staff is necessary to prevent overheating. Students may bring water bottles to school.

STUDENT DISMISSAL PRECAUTIONS

In an effort to keep all students safe and to protect the instructional day, the following procedures will be used: Any child being picked up early must be checked out through the school office in-person by the legal guardian or his/her approved designee. Teachers will not release students to anyone without office approval and notification.

Any person picking up a student may be asked to show a picture identification before a child is released into their care.

If a student is to be dismissed to someone other than a parent/guardian or is to go home in a different manner, the parent/guardian must notify the school at least one hour prior to dismissal. .

Telephone requests may not be honored to ensure the safety of your child.

Students, parents, and patrons must enter the building through the front door. All persons that enter the school must check in at the office and receive a visitor's badge through the Raptor security system.

SUICIDE AWARENESS AND PREVENTION (Policy JHDF)

Suicide is a leading cause of deaths among youths in Missouri and is a public health concern impacting all Missouri citizens. The Excelsior Springs School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

Response Plan
District employees, in cooperation with the District's crisis response team, will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Confidentiality
District employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others. Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

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

TRAUMA-INFORMED SCHOOLS INITIATIVE

In 2016, the Missouri legislators passed Senate Bill 638 which required the Department of Elementary and Secondary Education (DESE) to establish the Missouri Trauma Informed Schools Initiative. DESE created a website about the Trauma Informed Schools Initiative that includes information for schools and parents regarding the trauma informed approach and a guide for schools. The law requires that each school provides the address of the website created by DESE. Information regarding the Trauma-Informed Schools Initiative can be found at https://motraumaschools.com.

EARTHQUAKE SAFETY FOR MISSOURI SCHOOLS

What Can We Do to Protect Ourselves?
Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries. Prepare a Home Earthquake Plan.

- Choose a safe place in every room – under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.

- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

Eliminate Hazards

- Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.
- Bolt bookcases, china cabinets and other tall furniture to wall studs.
- Install strong latches on cupboards.
- Strap the water heater to wall studs.

Prepare a Disaster Supplies Kit for Home and Car

- First aid kit and essential medications.
- Canned food and can opener.
- At least three gallons of water per person.
- Protective clothing, rainwear, and bedding or sleeping bags.
- Battery-powered radio, flashlight, and extra batteries.
- Special items for infant, elderly, or disabled family members.
- Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)
- Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking Begins

- DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.
- In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
- If you are in bed, hold on and stay there, protecting your head with a pillow.
- If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
- If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions
- Expect aftershocks. Each time you feel one, DROP, COVER, and HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

The information contained above was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_,00.html, Missouri State Emergency Management Agency website (http://sema.dps.mo.gov/EQ.htm) and the Federal Emergency Management Agency website (http://www.fema.gov/hazard/earthquake). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455.

ACADEMIC ACCOUNTABILITY

MISSOURI EARLY LEARNING STANDARDS

The ECC utilizes the Missouri Early Learning Standards as part of the ECC curriculum.

PLAY-BASED LEARNING

Play is the defining feature of human development: the impulse is hardwired into us and can't be suppressed. It's crucial that we recognize that while the play impulse is one thing, understanding the nuts and bolts of *actually* playing is not always so natural, and may require careful cultivation.

That's why a play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through

interactions that aim to stretch their thinking to higher levels.
When children engage in real-life and imaginary activities, play can challenge children's thinking.

Children learn best through first-hand experiences—play motivates, stimulates and supports children in their development of skills, concepts, language acquisition, communication skills, and concentration. During play, children use all of their senses, must convey their thoughts and emotions, explore their environment, and connect what they already know with new knowledge, skills and attitudes.
It is in the context of play that children test out new knowledge and theories. They reenact experiences to solidify understanding. And it is here where children first learn and express symbolic thought, a necessary precursor to literacy. Play is the earliest form of storytelling. And, it is how children learn how to negotiate with peers, problem-solve, and improvise.
It is in play that basic social skills—like sharing and taking turns—are learned and practiced. Children also bring their own language, customs, and culture into play. As an added benefit, they learn about their peers' in the process.

Involvement in play stimulates a child's drive for exploration and discovery. This motivates the child to gain mastery over their environment, promoting focus and concentration. It also enables the child to engage in the flexible and higher-level thinking processes deemed essential for the 21st century learner. These include inquiry processes of problem solving, analyzing, evaluating, applying knowledge and creativity.
Finally, play supports positive attitudes toward learning. These include imagination, curiosity, enthusiasm, and persistence. The type of learning processes and skills fostered in play cannot be replicated through traditional rote learning, where the emphasis is on remembering facts. Project Construct is the curriculum we use for our play based learning.

Desired Results Developmental Profile

The Desired Results Developmental Profile (2025) [DRDP (2025)]: An Early Childhood Developmental Continuum is a formative assessment instrument developed by the California Department of Education and the California Department of Social Services for young children and their families. The DRDP (2025) aligns with the new Infant and Toddler Learning and Development Foundations (ITLDF) and the Preschool/Transitional Kindergarten Learning Foundations (PTKLF). The assessment was developed with child development experts to align with current early childhood research and extends to all learners, including dual language learners and children with disabilities.

Missouri GuidanceDesired Results Developmental Profile © (2025)

DEVELOPMENTAL PROGRESS (ACTION PLAN)

At each parent teacher conference, the child's teacher will share the Developmental Progress (Action Plan) document with families generated from Learning Genie.

INTERVENTION & SUPPORTS

POSITIVE BEHAVIOR INTERVENTION SUPPORTS

Positive Behavior Intervention Supports, or PBiS, 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. PBiS methods are evidence-based and proven to significantly reduce the occurrence of problem behaviors in schools.

RESPONSE TO INTERVENTION

Excelsior Springs School District elementary schools have a process of identifying students who struggle academically and applying research-based instructional strategies designed to help the student make progress. Progress is monitored frequently and adjustments made to promote achievement. These interventions supplement and do not replace regular classroom instruction.

BEHAVIOR ACCOUNTABILITY

BULLYING (Policy JFCF)

In order to promote a safe learning environment for all students, the Excelsior Springs School District #40 prohibits all forms of hazing, bullying and student intimidation. **Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R.** Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities.

Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

Bullying – For purposes of this policy, bullying is defined as repeated and systematic intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices.
Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self- harm.

ELECTRONIC DEVICES / TOYS / PETS

Personal items such as toys, balls, games, trading cards, etc. and electronic equipment such as radios, cameras, and hand-held games need to remain at home. With teacher approval, there may be exceptions to this. When children bring their own possessions to school, conflicts often occur over ownership or damage. The school cannot assume responsibility for loss or damage to private possessions.

Students must get permission from the teacher to bring pets to school for a special occasion. The teacher will seek approval from school administration.

DRESS CODE (Policies JFCA, JFCA-AP)

The policy of the Board of Education is to encourage all students to dress in a moderate type and style of clothing that is appropriate for school activities and to develop habits of personal grooming that contribute to health and safety and are generally acceptable within the community. Extremes in wearing apparel or personal appearance that the administration feels disrupt the learning process or interfere with the intended function of the school will not be acceptable.

The school may restrict any student from attending classes or school activities when that student's dress, general appearance, and/or conduct creates safety, health, or discipline problems. For further information regarding student dress, see Board Policy JFCA.

Please note- Students are not allowed to wear hats or have hoodies up once they enter the building during school days and until they exit school.

Dressing safely:

☐Any item that presents a safety concern (chains, spikes, dangerous jewelry, safety pins, etc.) is prohibited.
☐Shoes or sandals must be worn at all times.
☐No shoes with skates.

Dressing respectfully:

☐No actual or implied obscenities, advertisement of alcohol, tobacco, drugs, or sexual content on any garment or clothing. No inappropriate language or slogans, or references
☐Nothing containing hate, violence, and/or race/ethnic/ gender degradation.
☐Nothing revealing or distracting to others or the learning environment.

HARASSMENT (Policy AC)

Harassment may take many forms. Verbal harassment for abuse includes unwelcome communication in the form of teasing and bullying. Physical harassment includes unnecessary hitting or touching of an individual e.g., striking, slapping, patting, pinching, hugging, or repeated bumping or brushing against another student.

Sexual harassment of students of either sex by employees or other students is strictly prohibited in the Excelsior Springs School District. Sexual harassment is defined as sexual advance, requests for sexual favors, other verbal or physical conduct of a sexual nature made by a member of the school staff or when made by any student to another student.

Whether a student voluntarily submits to sexual advances or requests is irrelevant for purposes of this policy. Sexual harassment of a student by an employee or another student may include such things as sexually oriented jokes, remarks, cartoons, pictures, or letters; pressure for sexual activity whether written, verbal or through physical gestures; and physical contact such as patting or pinching.

Students or staff who believe they have been victims of, or have witnessed sexual harassment, should report the incident(s) to any teacher, guidance counselor or school administrator. The staff member who receives the complaint shall promptly inform the administrator who is designated to investigate such reports, or the next level administrator who is not the subject of the complaint.

There will be no adverse action taken against a person for making a complaint of sexual harassment when the complainant honestly believes sexual harassment has occurred or is occurring, or for participating in or cooperating with an investigation.

PROCEDURE: Any person who believes he or she has been subjected to harassment should follow these procedures:

- Directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.
- Contact a teacher, principal or school nurse for harassment complaints.
- Cease all contact, as much possible, with the person engaging in the harassing conduct and do not attempt to retaliate or to use the same tactics to get back at the harassing person.

(See full policy on harassment for more information.)

TRUANCY (Policy JED)

Students who are absent from school without the knowledge and consent of their parents/guardians and the administration, or students who leave school during any session without the consent of the principal, shall be considered truant. School administrators and teachers are responsible for keeping records of student attendance. Also, the designated attendance officer for the district shall assist the administration when a student attendance problem warrants additional investigation or assistance.

STUDENT DISCIPLINE

STUDENT CODE OF CONDUCT

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

The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

REPORTING TO LAW ENFORCEMENT

It is the policy of the Excelsior Springs School District #40 to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

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

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

DOCUMENTATION IN STUDENT'S DISCIPLINE RECORD

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

CONDITIONS OF SUSPENSION, EXPULSION AND OTHER DISCIPLINARY CONSEQUENCES

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the

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

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

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

1. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.

2. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

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

DISCIPLINARY ACTIONS

The expectations, policies, and procedures have been developed for each student's health, safety, and security, as well as, to maximize each student's educational opportunities.

Searches

The school administration or teacher shall have the right to conduct searches (which are reasonable in scope) of persons reasonably suspected to be in violation of the student conduct policies during or after school hours on school property, or at any school event, whether at the school or at some alternate location.

Searches of bags, purses, coats, electronic devices, and other personal possessions and cars may be done in accordance with law.

More information regarding searches can be found in Board Policy JFG.

The following disciplinary actions may be employed when dealing with individuals who do not comply with established rules and policies:

Corporal Punishment (Policy JGA-2)
No person employed by or volunteering on behalf of the District shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools.

Loss of Privileges
Students may lose the privilege of participating and/or attending activities including but not limited to athletic events, concerts, theatrical performances, programs, ceremonies, dances, assemblies, computer/ Internet access, etc. The time period for loss of privilege will be determined by administration.

Out-of-School Suspension
Students whose behavior warrants out-of-school suspension may be suspended from one to ten days by school administrators. The Superintendent may suspend a student for a longer period. Once a student is notified that he/she is suspended, he/she may not be on school property or attend school functions until the return to school following the suspension. Should school be canceled for any reason, any unserved suspension days will automatically be assigned to the first day school is back in session.

Expulsion
The removal of a student from school property in excess of 90 school days or for an indefinite period of time and loss of academic credit.

PROHIBITED CONDUCT

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

Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.	
First Offense:	No credit for the work, grade reduction, or replacement assignment.
Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities.
Arson - Starting or attempting to start a fire or causing or attempting to cause an explosion.	
First Offense:	Detention, in school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault 1. Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree.	
First Offense:	Principal/Student conference, Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out- of-school suspension or expulsion.

2. Knowingly causing or attempting to cause serious bodily injury or death to another person, recklessly causing serious bodily injury to another person, or any other act that constitutes assault in the first or second degree.	
First Offense:	10-180 days out-of-school suspension or expulsion.
Subsequent Offense:	Expulsion.

Bullying and Cyberbullying *(see Board policy JFCF)*- Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.	
First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct *(see Board policy JFCC)*- Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.	
Dishonesty - Any act of lying, whether verbal or written, including forgery.	
First Offense:	Nullification of forged document. Principal/Student conference, Detention, or in-school suspension.

Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension.

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

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

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

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

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(c) of the Controlled Substances Act.

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

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(c) of the Controlled Substances Act.

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

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

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

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

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

Failure to Meet Conditions of Suspension - Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences." As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.	
First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.
Subsequent Offense:	In-school suspension, 1-180 days out- of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.
False Alarms *(see also, "Threats or verbal Assault")* - Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.	
First Offense:	Restitution. Principal/Student conference, detention, 1-180 days out-of-school, or expulsion.
Subsequent Offense:	Restitution. 1-180 days out-of-school suspension or expulsion.
Fighting *(see also, "Assault")*- Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.	
First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out- of-school suspension or expulsion.
Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.	
First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
Subsequent Offense:	Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of- school suspension.
Harassment, including Sexual Harassment (see Board policy AC)	
1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.	
First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out- of-school suspension, or expulsion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

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

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

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

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

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

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

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

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

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

Tobacco

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

First Offense:	Confiscation of tobacco products.

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

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

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

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

First Offense:	Principal/Student conference, detention, 1-3 days in-school suspension
Subsequent Offense:	Detention, 3-10 days in-school suspension

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

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

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

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

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

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

`

* *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Approved: 10/12/1998 **Last Revised:** 10/14/2013

Excelsior Springs School District #40, Excelsior Springs, Missouri

PARENT NOTIFICATIONS

EDUCATION RECORDS

A. General

1. Education records shall be retained according to the guidelines set forth in the retention schedules developed by the Office of the Missouri Secretary of State.

2. Teacher and staff comments on education records will be professional and for the limited purpose of serving the student.

3. Parents and/or students may refuse to disclose a student's social security number to the district unless required by law.

4. Pursuant to state law, the permanent record of a student reading below the fifth-grade reading level at the end of his or her sixth-grade year shall carry a notation advising that such student has not met minimal reading standards. The notation shall stay on the student's record until such time as the district determines that the student has met minimal reading standards.

5. It is the responsibility of the principal and the professional staff of the school to see that such records are kept secure, confidential and are utilized in accordance with the law.

Subsequent Offense:	1-180 days out-of-school suspension or expulsion.
2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo. or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).	
First Offense:	One calendar year suspension unless modified by the superintendent or expulsion unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.
3. Possession or use of ammunition or a component of a weapon.	
First Offense:	In-school suspension, 1-180 days out- of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

B. Review of Education Records by Parents or Eligible Students

1. Education records shall be open for inspection by parents of a student or an eligible student. Both parents have access to their child's school records until and unless a court orders otherwise. Therefore, a copy of any applicable court order that restricts any parent's access to the student's education records must be filed with the school principal in order to certify to the district that a parent's access rights are limited or denied pursuant to the court's directions.

2. The parents or the eligible student should submit to the school principal a written request that identifies as precisely as possible the record or records they wish to inspect. The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given as soon as possible, but within three (3) business days. However, the period for document production may exceed three (3) days for reasonable cause. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record that pertains to other students.

3. If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading or in violation of the student's privacy, he or she may ask the district to amend the record by following the appeals procedures outlined in this procedure.

C. Transfer of Education Records

1. The district will respond to a request for records from another school district enrolling a student within five (5) business days of receiving the request. However, if the student's record has been marked pursuant to notification by the highway patrol that the student has been classified as a missing child, the record shall not be forwarded to the requesting district and the district will notify the missing persons unit of the highway patrol of the record request.

2. Upon notification that a student has transferred to any other school district, the district will forward any written notification the district has received from a juvenile officer, sheriff, chief of police or other appropriate law enforcement authority that a petition has been filed in juvenile court alleging that the student has committed an offense listed in § 167.115.1, RSMo., and the notification of disposition of such case, to the superintendent of the new school district in which the student has enrolled.

D. Annual Notification of Rights to Parents and Students

1. To officials of another school, upon request, in which a student seeks or intends to enroll.

2. Directory information. If the district annually notifies parents and eligible students that directory information may be released without prior written consent and gives parents and eligible students the opportunity to notify the district in writing that they do not want the information released, the district may release directory information without prior consent.

3. To military recruiters or institutions of higher education that have requested the names, addresses and telephone listings of secondary school students. However, the district will honor

4. To authorized representatives of state and local educational authorities.

5. To law enforcement and juvenile justice authorities if the disclosure concerns law enforcement 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 20 U.S.C. § 1232g (b)(1)(E).

6. To accrediting organizations to carry out their accrediting functions.

7. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.

8. To parents of a student who is not an eligible student or to the student.

9. To comply with a judicial order or a lawfully issued subpoena. Unless otherwise ordered, the district will make a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action.

10. In connection with a student's request for or receipt of financial aid to determine the eligibility amount or conditions of the financial aid or to enforce the terms and conditions of the aid.

11. To the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or state and local education authorities in connection with an audit or evaluation of federal or state supported education programs or for the enforcement of or compliance with federal legal requirements relating to these programs.

12. To appropriate parties in a health or safety emergency.

13. To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99 or other applicable laws.

14. In connection with a district-reported 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.

The school district will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom the information may be redisclosed and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or the eligible student. This paragraph does not apply if the request was from or the disclosure was to:

1. The parent or eligible student.

2. School officials within the district who have a legitimate educational interest in the student's education records.

3. A party with written consent from the parent or eligible student.

4. A party seeking directory information.

5. A party seeking or receiving the records as directed by a law enforcement subpoena if the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

The district may charge a fee for copies of student education records, unless the charge effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records. The fee will not exceed the amount authorized under the Missouri Sunshine Law.

Appeals Procedures

Parents or eligible students have the right to ask to have education records corrected that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of education records:

1. Parents or the eligible student must ask the school district to amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy rights. The request should be made to the building principal.

2. The school district will decide whether it will amend the record as requested within a reasonable time after receiving the request. If it decides not to amend the record as requested, the district will notify the parents or eligible student of the decision and inform them of their right to a hearing to challenge the content of the student's education records on the grounds that the information included is inaccurate, misleading or in violation of the student's privacy rights.

3. Upon request, the school district will hold a hearing within a reasonable time after the request is received. The district will notify the parents or eligible student,reasonably in advance, of the date, place and time of the hearing.

4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the district. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or eligible student may be assisted by one (1) or more individuals of their choice, including an attorney.

5. The school district will prepare a written decision based solely on the evidence presented at the hearing within a reasonable period of time after the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If the school district decides that the information is inaccurate, misleading or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student of the amendment in writing.

7. If the school district decides that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

8. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the school district discloses the contested portion of the record, it must also disclose the statement.

EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs[1] that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)[2].

GENERAL INFORMATION

What is a complaint under ESSA?
For these purposes, a complaint is an allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

Who may file a complaint?
Any individual or organization may file a complaint.

How can a complaint be filed?
Complaints can be filed with the LEA or with the Department.

[1] Programs include Title 1. A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C
[2] In compliance with NCLB Title IX Part C. Sec. 9304(a)(3

COMPLAINTS FILED WITH LEA

How will a complaint filed with the LEA be investigated?
Complaints filed with the LEA are to be investigated and attempted to be resolved according to locally developed and adopted procedures.

What happens if a complaint is not resolved at the local level (LEA)?
A complaint not resolved at the local level may be appealed to the Department.

COMPLAINTS FILED WITH THE DEPARTMENT

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

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

2. The facts on which the statement is based and the specific requirement allegedly violated.

How will a complaint filed with the Department be investigated?
The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the

agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.

2. Notification of LEA. The LEA will be notified of the complaint within ten days of the complaint being filed.

3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.

4. Report by the LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).

6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

How are complaints related to equitable services to nonpublic school children handled differently?
In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

APPEALS

How will appeals to the Department be investigated?
The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. The investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

What happens if a complaint is not resolved at the state level (the Department)?
The complainant or the LEA may appeal the decision of the Department to the United States Department of Education

NOTIFICATION OF RIGHTS UNDER FERPA FOR SCHOOLS

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school

official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeds or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

USDA NON-DISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language,etc), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at http://www.ascr.usda.gov/complaint_filing_cust.htm, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632- 9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Excelsior Springs School District are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups. Any person having inquiries concerning the School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Educational Amendments of 1972 (Title XI), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boys Scouts of American Equal Access Act is directed to the respective Compliance Coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above. The School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District's Compliance Coordinator will provide information regarding those procedures upon request. Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office of Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; telephone (816) 268-0550.

COMPLIANCE COORDINATOR
Mr. Scott Guilkey, Assistant Superintendent of Operations
300 W. Broadway
Excelsior Springs, MO
64024 816-630-9200

ANNUAL ASBESTOS NOTIFICATION

In accordance with EPA regulations, all school buildings have been inspected for materials which contain asbestos and an Asbestos Management Plan has been developed and adopted. Please refer to the Inspection/Management Plan in each building to determine the type of asbestos-containing materials found in the buildings, if any. Copies of the Inspection/ Management Plan are on file in each building. This document complies with the AHERA mandated requirements for asbestos materials in schools, including results of inspections, the schedule for periodic surveillance every six months, the schedule for certified reinspection every three years and the schedule of response actions and post-response actions if any friable asbestos containing material was found. Friable (crumbled by hand pressure) asbestos containing materials (ACM) may cause health problems; therefore, it is very important to avoid disturbing friable ACM. With the adoption of the AHERA Inspections/ Management Plan, the local education agency is undertaking considerable efforts and expense to protect the public health and safety. Your cooperation in this effort is needed and appreciated. For further information concerning inspections, reinspections, periodic surveillance, response actions and post-response actions that are planned or in progress, refer to the Inspection/Management Plan or contact the Manager of Maintenance by calling 816-630-9246.

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Excelsior Springs 40 Schools assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disabilities, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Excelsior Springs 40 Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Excelsior Springs 40 Schools assure that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians.

Parents/guardians may request amendment to the educational record if the parent/ guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Excelsior Springs 40 Schools has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Student Services Department at 300 W. Broadway, Excelsior Springs, MO 7:30-3:30 Monday through Friday.

This notice will be provided in native languages as appropriate.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and

It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:

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

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1- 800-877-8339. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

PROGRAMS FOR HOMELESS STUDENTS

(Policy IGBCA)

The Excelsior Springs School District #40 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 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.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

Services
Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before- and after-school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

Transportation
If the homeless student's school of origin and temporary housing are located in the Excelsior Springs School District #40, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin and temporary housing are located in two different school districts, the districts will equally share the responsibility and costs for transporting the student.

Records
Any records ordinarily kept by the school for each homeless student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

Coordinator
The Board designates the following individual to act as the district's homeless coordinator:

Assistant Superintendent of Student Services
300 W. Broadway
Excelsior Springs, MO 64024
Phone: 816-630-9200; Fax: 816-630-9203

The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator will ensure that:

1. Homeless students are identified by school personnel and by other entities and agencies with which the

school coordinates activities.

2. Homeless students enroll and have a full and equal opportunity to succeed in schools in the district.

3. Homeless families and students receive educational services for which they are eligible, including Head
Start, Even Start and preschool programs administered by the district, as well as referrals to health care services,
dental services, mental health services and other appropriate services based on their assessed needs.

4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.

6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.

8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.

9. Students who need to obtain immunizations, or immunization or medical records, will receive
assistance.

Resolving Grievances

Level I – A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

Level II – Within five business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III – If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P.
O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten days to the Deputy Commissioner of Education.

MCKINNEY-VENTO ACT

If you and your family lives in any of the following situations:

- ☐ In a shelter
- ☐ In a motel or campground due to lack of an alternative adequate accommodation
- ☐ In a car, park, abandoned building, or bus or train station
- ☐ Doubled up with other people due to loss of housing or economic hardship

Your school-aged children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- ☐ Receive a free, appropriate public education.
- ☐ Enroll in school immediately, even if lacking documents normally required for enrollment.

- ☐ Enroll in school and attend classes while the school gathers needed documents.
- ☐ Enroll in local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.
    - o If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- ☐ Receive transportation to and from the school of origin, if you request this.
- ☐ Receive educational services comparable to those provided to other students according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There may also be supports available for your preschool-age children.

Local Liaison
Mrs. Kim Curtis, School Social Worker 816-630-9230 Extension 3728

STUDENTS IN FOSTER CARE

Excelsior Springs School District has a foster care point of contact. Please contact the Assistant Superintendent of Student Services at 816-630-9200 for questions or information.

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS (Policy IGBH – Last updated 11/11/13)

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 a 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 the Director of Student Services. The Board directs the coordinator to develop and implement language instruction programs that:

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.

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.

Determine the appropriate instructional environment for ELL students.

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.

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.

PROGRAMS FOR MIGRANT STUDENTS

(Policy IGBCB – Last updated 11/11/13)

The Board of Education of the Excelsior Springs School District #40 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 Assistant Superintendent of Student Services will notify the State Director and request assistance if needed.

PUBLIC COMPLAINTS POLICY

(Policy KL – Last updated 1/12/04)

The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved by addressing them at the level where the concern originated through communication with the appropriate staff members. The administration has developed procedures for addressing those issues, copies of which are available at each building. Any concern regarding federal programs administered by the Missouri Department of Elementary and Secondary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law.

If a complaint has been made and appealed in accordance with administrative procedures, the parent/guardian or member of the public may appeal the issue to the Board by submitting a written request to the superintendent or the secretary of the Board. The Board will address the complaint in an appropriate and timely manner.

PUBLIC COMPLAINTS PROCEDURE

(Policy KL-AP – Last updated 1/12/04)

The following steps are to be followed by parents/guardians or the public when questions or complaints arise regarding the operation of the school district or federal programs administered by the Department of Elementary and Secondary Education (DESE) that cannot be addressed through other established procedures.

1. Complaints on behalf of individual students should first be addressed to the teacher or employee involved.

2. Unsettled matters from (1) above or problems and questions concerning individual schools should be presented in writing to the principal of the school. The principal will provide a written response to the individual raising the concern within five (5) business days of receiving the complaint or concern.

3. Unsettled matters from (2) above or problems and questions concerning the school district should be presented in writing to the

superintendent. The superintendent will provide a written response to the individual voicing the concern within five (5) business days of receiving the complaint or concern.

4. If the matter cannot be settled satisfactorily by the superintendent, it may be brought to the Board of Education. Written comments submitted to the superintendent or the secretary of the Board will be brought to the attention of the entire Board. The Board will address each concern or complaint in an appropriate and timely manner.

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 DESE 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.

Complaints regarding district compliance with nondiscrimination laws will be processed according to policy AC. Employee grievances will be processed in accordance with the established employee grievance procedure or as otherwise required by law. All other grievances for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure.

STUDENT SERVICES

The Excelsior Springs School District is responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information, please contact

Mrs. Heather Gross, Assistant Superintendent of Student Services
300 W. Broadway
Excelsior Springs, MO
64024 816-630-9200

ASSESSMENT PROGRAM

(Policy IL – Last updated 9/8/14)

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 district wide 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.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

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

PUBLIC INFORMATION PROGRAM

(Policy KB-AP – Last updated 7/11/11)

The district will abide by the Missouri Sunshine Law when making records available to the public. In particular, the following information will be available to the public at the district's administrative offices:

1. Information on the methods and materials used to teach
   reading in kindergarten through fourth grade in terms understandable to a layperson.

2. The number and percentage of students receiving remediation because they have not met reading standards on the state-mandated reading assessment. The information shall be presented in a way that does not permit personal identification of any student or educational personnel.

3. Information on eligibility for free and reduced-price school meals.

4. All human sexuality curriculum materials. Parents will be notified regarding the basic content of sexuality instruction and of their right to remove the student from any aspect of the program.

5. Information on procedures for filing a harassment or discrimination complaint will be posted in all buildings
in addition to being available in the district office.

6. Information regarding schools identified for improvement, corrective action, restructuring or as persistently dangerous under federal law and an explanation of any options that parents have as a result, including public school choice and supplemental educational services.

The following information will be available to the public at the district's administrative offices as well as by the other methods specified:

1. All written Board policies, related documents and district handbooks will be available on the district's website if the district maintains a website. Copies of the district's discipline policies will also be provided to the student and parent or legal guardian of every student enrolled in the district at the beginning of every school year.

2. A school accountability report card for each school building in the district and the district as a whole will be produced in accordance with law and made available to the public. The district will provide information included in the report card to parents, community members, the print and broadcast news media, and legislators by December 1 annually or as soon thereafter as the information is available to the district. The district will distribute the information in substantive official communications such as student report cards. The district will make reasonable efforts to supply copies of the reports or other information regarding the reports to businesses such as real estate and employment firms, so that parents and businesses from outside the district that may be contemplating relocation have access to this information.

3. Information on the district's obligations under the Individuals with Disabilities Education Act (IDEA) will be provided to the public by conducting the following activities prior to November 1 each year:

   ► Publish one (1) public notice in local newspapers that describes the school district's responsibility to provide special education and related services to children ages three to twenty-one. The notice must also describe the district's responsibility to refer infants and toddlers suspected of having a disability to the state early intervention system.

   ► Air one (1) public notice on local radio and/or television stations during general viewing/listening hours that describes the school district's responsibility to provide special education and related services to children ages three to twenty-one.

   ► Place posters/notices in all administrative offices of each building operated by the school district that describe the district's responsibility to provide special education and related services to children ages three to twenty-one.

   ► Provide written information through general distribution to the parents/guardians of students enrolled in the school district that describes the school district's responsibility to provide special education and related services to children ages three to twenty-one.

4. The district will provide parents/guardians enrolling students in the district information about the state children's health insurance program, MO HealthNet for Kids (MHK). A parent/guardian who, when completing an application for free and reduced-price meals, indicates that a child does not have health insurance will be notified by the district that the MHK program is available, if household income is within eligibility standards.

STAFF-STUDENT RELATIONS

(Policy GBH – Last updated 2/13/12)

Definitions

Educational Purpose – A reason associated with the staff member's duties in the district including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member – For the purposes of this policy, a staff member is any individual employed by the district, including part-time and substitute employees and student teachers.

Student – Individuals currently enrolled in the Excelsior Springs School District #40.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.

2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. The district may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.

3. Making sexual advances toward a student or engaging in a sexual relationship with a student.

4. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy AC or that could constitute a violation of that policy if pervasive.

5. Engaging in any conduct that violates Board policies, regulations or procedures or constitutes criminal behavior.

Exceptions to This Policy
The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the "Absolute Prohibitions" section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries
Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner
of meeting with students.

2. Meeting students in nonwork settings without the parent/guardian being present, even if the parent/guardian grants permission.

3. Associating with students in any setting where students are provided, are consuming or are encouraged to use
or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.

4. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.

5. Discussing the staff member's personal problems with or in the presence of students.

6. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.

7. Inviting students to the staff member's home.

8. Being present when students are fully or partially nude.

9. Sending students on personal errands.

10. Allowing a student to drive the staff member's vehicle.

11. Providing a student (other than the staff member's children, stepchildren or other children living in the
staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval,
unless another staff member or the student's parent/guardian is also present in the vehicle.

12. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.

13. Giving gifts to individual students.

14. Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication
Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district- provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e- mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district- sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education- related communications with district students upon request.

3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.

4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member’s home who happen to be students of the district.

Consequences
Staff members who violate this policy will be disciplined, up to and including termination of employment.
Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

Reporting
Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member's supervisor. If illegal discrimination or harassment is suspected, the process in policy AC will be followed.

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect child
abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy (AC) to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

Training
The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

SECTION 504 NOTICE

(Updated 5/18/16)

Section 504 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);

2. Has a record of such impairment; or

3. Is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Excelsior Springs 40 School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

Mrs. Heather Gross, 504 Coordinator
300 W. Broadway
Excelsior Springs, MO
64024 816-630-9200

PROGRAMS FOR GIFTED STUDENTS

(Policy IGBB – Last updated 2/11/08)

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.

2. Include a systematic process for the identification and selection of gifted students at all grade levels. The identification process will include alternative identification plans designed to identify gifted students who are traditionally under-identified and underserved, such as students with language differences, cultural differences, special educational needs and those from families living in poverty.

3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.

4. Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.

5. Include activities beyond the level usually provided in regular school programs that particularly contribute

toward meeting the identified unmet needs of participating students.

Identification & Placement:
See Policy IGBB-AP for information about gifted identification and placement.

TEACHER QUALIFICATION - ESSA

Our district is required to inform you of certain information that you, according to Every Student Succeeds Act of 2015 ESSA Section 1112 (e)(1)(A), have the
right to know.

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

- ☐ Whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- ☐ Whether the student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- ☐ Whether the student's teacher is teaching in the field of discipline of the certification of the teacher.
- ☐ Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents Right to Know
Our district is required to inform you of information that you, according to the Every Student Succeeds
Act of 2015 (Public Law 114-95), have the right to know.
Upon your request, our district is required to provide to you in a timely manner, the following
information:

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

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

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

`

the grade level and subject area in which the teacher has been assigned.