

School District of Washington
2017-2018

July 11, 2017

Dear Parent/Guardian,

The Parent/Student Handbook is available and viewable on the School District of Washington website, www.washington.k12.mo.us for you to read and keep for your reference. It contains important information that you will need throughout the school year. Please contact your elementary school office should you not have access to the internet and need a paper copy.

The signatures below confirm that the Washington School District Elementary Student Handbook for 2017-2018 school year has been reviewed by the student and parent/guardian and further indicates that the student and parent/guardian are aware of the information, procedures, guidelines, policies, rules, and consequences included in the student handbook.

We need and value your partnership in the education of your child. Students whose parents are involved in their schools achieve at higher levels. Each of our elementary schools has opportunities for parents to become involved in variety of ways.

Please complete and return the form below. It verifies your review of the handbook.

Have a great school year!
Elementary Principals

Verification and Receipt of Handbook

Signing below indicates you have read and understand the contents of the Washington School District Student Handbook.

List All Elementary Student Names

Signature of Parent/Guardian

Date

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**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

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- 1. What is a complaint?**
For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
- 2. Who may file a complaint?**
Any individual or organization may file a complaint.
- 3. How can a complaint be filed?**
Complaints can be filed with the LEA or with the Department.
- 4. How will a complaint filed with the LEA be investigated?**
Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.
- 5. What happens if a complaint is not resolved at the local level (LEA)?**
A complaint not resolved at the local level may be appealed to the Department.
- 6. How can a complaint be filed with the Department?**
A complaint filed with the Department must be a written, signed statement that includes:
 1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
 2. The facts on which the statement is based and the specific requirement allegedly violated.
- 7. How will a complaint filed with the Department be investigated?**
The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.
The following activities will occur in the investigation:
 - 1. Record.** A written record of the investigation will be kept.
 - 2. Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
 - 3. Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
 - 4. Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

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

9. How will appeals to the Department be investigated?

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

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

1 Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

Revised 4/17

2 In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

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

Notice of Non-discrimination

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 School District of Washington are hereby notified that the District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups.

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

The District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The District's Compliance 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 for Civil Rights, Region VII, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106; phone (816) 268-0550.

The District's Compliance Coordinator is:

Dr. Rachael Franssen
(636) 231-5162

Commitment to Compliance Under Americans with Disabilities Act

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 ("ADA"), the School District of Washington will not discriminate on the basis of disability against qualified individuals with a disability with respect to its services, programs or activities.

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

Effective Communication: The District will comply with the ADA with respect to providing auxiliary aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in its programs,

services, and activities. These aids and services are designed to make information and communications accessible to people who have impairments, in areas such as speech, hearing, and vision. The District will not place a surcharge on a qualified individual with a disability, or any group of qualified individuals with disabilities, to cover the cost of providing auxiliary aids/services or reasonable modifications of policy (for example, retrieving items from locations that are open to the public but inaccessible to users of wheelchairs).

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a service, program, or activity of the District should contact the Compliance Coordinator, whose contact information is listed in the District's Notice of Nondiscrimination. Such contact should be made as soon as possible, but not later than 48 hours before the scheduled event (and, preferably, at least five (5) business days before the event).

Modifications to Policies and Procedures: The District will make reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to enjoy its services, programs and activities. However, the ADA does not require the District to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

Complaints that a District service, program, or activity is not accessible to persons with a disability may be directed to the District's Compliance Coordinator listed in the District's Notice of Nondiscrimination. In addition, as stated in the District's Notice of Nondiscrimination, a person who is unable to resolve a problem or grievance arising under Title II of the ADA may contact the Office for Civil Rights, Region VII, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106; phone (816) 268-0550.

Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though

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

The School District of Washington has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the School District of Washington, Special Services Department, 220 Locust Street, Washington, MO 63090 from 7:30 a.m. until 4:00 p.m. week days.

This notice will be provided in native languages as appropriate.

Policy Information

The following information is from the School District of Washington's Policies. To obtain greater detail regarding these policies, please go to our website www.washington.k12.mo.us or call the district office at 636-231-2000.

Provided Information

Our district is required to inform you of certain information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

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

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

- Information on the 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 four 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..

As we continue to work together to provide a successful school year for your child, I encourage you to visit the Missouri Parent Information and Resource Center website at: <http://www.nationalpirc.org/directory/MO-32.html> for resources and links to other websites to assist in your child's learning..

Surveying, Analyzing or Evaluation of Students (Policy JHDA)

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

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

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

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

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law. The District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an

opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: Collection, disclosure, or use of personal information for marketing, sales or other distribution; Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under the PPRA have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

Inspection of Instructional Materials

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum. In addition to the described above-described rights provided to parents under the Protection of Pupil Rights Amendment when a federally funded survey is administered, parents may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

Notification of Rights Under FERPA (Family Educational Rights and Privacy Act)

The Family Educational 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 (or appropriate school official) 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, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. 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 as its agent to provide a service instead of using its own employees or officials (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 seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.) (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District of Washington 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 20202-5920

Searches By School Personnel (Policy JFG)

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

Audio and Visual Recording (Policy KKB)

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

Technology User Privacy (Policy EHB)

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources, including e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district.

Asbestos (Policy EBAB-AP)

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

Programs for Homeless Students (Policy IGBCA)

The School District of Washington 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.

Professional Qualifications (Policy GBL)

In accordance with federal law, the district shall release to parents, upon request, information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals who are employed by a school receiving Title I funds and who provide instruction to their child at that school.

Crisis Response (Policy EBCA)

The School District of Washington has a crisis intervention plan to help school district administrators and faculty deal effectively with crises that could interfere with the normal daily operation of school. This plan outlines and describes the district's guidelines for responding to most crises. All staff members with a need to know will be provided in-service training concerning these guidelines. Specific information regarding the crisis intervention plan is available to concerned parties upon request in the central and building offices.

Corporal Punishment

(Prohibited)

No person employed by or volunteering on behalf of the School District of Washington shall administer or cause to be administered corporal punishment upon a student attending district schools. A staff member may, however, use reasonable physical force against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the school district.

School Directory

Augusta Elementary

5541 Locust St.
Augusta, MO 63332
Phone: 636-231-2400
Local: 636-228-4375
Fax: 636-231-2405
Principal: Mrs. Mary Robertson

Campbellton Elementary

3693 Hwy. 185
New Haven, MO 63068
Phone: 636-231-2450
Fax: 636-231-2455
Principal: Mrs. Jennifer Meyer

Clearview Elementary

1581 Clearview Rd.
Union, MO 63084
Phone: 636-231-2500
Local: 636-583-2288 Fax: 636-231-2505
Principal: Dr. Matt Busekrus

Labadie Elementary

2749 Hwy T.
Labadie, MO 63055
Phone: 636-231-2600
Local: 636-742-2175
Fax: 636-231-2605
Principal: Mrs. Jennifer Pecka

Marthasville Elementary

800 E. Main St.
 Marthasville, MO 63357
 Phone: 636-231-2650
 Local: 636-433-2211
 Fax: 636-231-2655
 Principal: Mrs. Jocelyn Schluss

Washington West Elementary

1570 W. Fifth Street
 Washington, MO 63090
 Phone: 636-390-9150
 Fax: 636-390-9152
 Principal: Ms. Kim Hunt
 Asst. Principal: Mrs. Glenda Leslie

South Point Elementary

2300 Southbend Dr.
 Washington, MO 63090
 Phone: 636-231-2700
 Fax: 636-231-2750
 Principal: Mrs. Aimee Harty
 Asst. Principal: Mrs. Melanie Trentmann

Student Records

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

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

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

DESIGNATION OF DIRECTORY INFORMATION: The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. Under Board policy, the District considers the following to be directory information: “the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities or sports, weight and height, numbers of athletic teams, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other similar information.” The District may disclose directory information in its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends. In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

MILITARY RECRUITER ACCESS/STUDENT RECRUITING INFORMATION: Upon request of military recruiters, the District is required by law to provide access to secondary students’ names, addresses, and telephone listings. The District

is also required to provide military recruiters with the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers. However, any secondary student or parent of a secondary student may request that the student's name, address, and telephone listing not be released without prior written consent of the parent. Requests that a student's name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the principal of the school which the student attends.

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

RIGHT TO COMPLAIN TO FERPA OFFICE: Parents or eligible students have the right to file an external complaint regarding the District's implementation of FERPA, and such complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Permission to Photograph

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

Mission Statement

The mission of the School District of Washington is to provide high-quality education with world-class results.

The District has a Board-approved Comprehensive School Improvement Plan (CSIP) guided by the mission statement and based on the District's fundamental beliefs about teaching and learning. This plan serves as the District's foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement.

The CSIP was developed through the combined efforts of Board members, staff, administrators, students, parents/guardians and community members and is ongoing. Goals, outcomes or objectives are provided in sufficient detail to direct the improvement efforts of the district for at least a five-year period. The CSIP is evaluated and updated as necessary.

A copy of the district's CSIP is available on the School District of Washington website: www.washington.k12.mo.us.

Elementary School Hours

Elementary school hours are 7:45 A.M. until 2:45 P.M. for grades kindergarten through six. All students are expected to be in their seats and ready to learn by 7:45 A.M. Students who ride the bus must enter the school immediately upon arrival. Students who walk and/or are driven to school **must not arrive before 7:20 A.M.** All students must leave the school immediately after the end of the school day.

Attendance Laws: Absences and Tardiness

Missouri law requires that children age seven and older attend school regularly. Exceptions are allowed only for "homebound" and/or "home schooled" students. Missouri law also requires that the school district monitor attendance, certify exceptions, and report non-compliance to Franklin County Support and Children's Division (or proper authorities).

When a student is to be absent, please contact the school office prior to 9 A.M. for each day of absence. If a child needs to be taken out of school for an extended period, please discuss the situation with the principal in advance. All absences must be classified as excused, unexcused or truant by the school secretary who will use these guidelines:

Excused Absences are those due to illness or injury of the student with written excuse from parent, illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent; medical appointment, with written appointment confirmation by medical provider, funeral, with written excuse from parent. The principal may require a program or other evidence from services as well; religious observances with written excuse from the parent, other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written

excuse from parent; out of school suspension; visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee; professional appointments, serious personal/family problems, and other reasons that have been discussed with and approved by the principal. Written reasons are necessary. Upon return to school, a note is required, if telephone contact has not been made. Any student who is absent a total of 12 days per semester, including excused absences, may be reported to Franklin County Support and Children's Division (or proper authorities). Further information regarding absences can be located in the SDOW online district policy, JED-API.

Unexcused Absences are those not in the “excused” category. Elementary secretaries do not have the authority to change a classification. If you have a question about a classification, please discuss it with the principal. Any student who is absent more than five unexcused days in a quarter will be reported to the Franklin County Support and Children’s Division (or proper authorities).

Truancy is a special type of unexcused absence. 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. Students may also be considered truant if they have accumulated excessive unjustifiable absences, even with the consent of parent/guardians.

A child is considered **Tardy** if he/she arrives after the 7:45 A.M. bell rings. Excessive tardiness may result in a disciplinary referral. **Tardy students, for child safety reasons, must be accompanied into the school office by an adult.**

Students who are absent because of illness may not attend other school events the same day or evening.

Make Up Work for Absences

Make up work will normally be available after school on the day of an absence. Students are allowed two days for each day absent to make up the work missed. Students with more than five absences in a quarter will be referred to the school Problem Solving Team. An intensive learning plan will be developed for the student to meet attendance requirements. Absences of 15% or more are not acceptable. They jeopardize the exposure to academic, emotional, physical and social well being of our students. The staff will use measures to ensure the opportunity for students to benefit for their lost time of school exposure due to excessive absences. These opportunities will be provided to the student to meet the expectation of good attendance through the collaboration of staff, student, parents and the larger community. Activities could be, but not limited to, intensified study time, before or after school learning labs, mentoring, tutoring, service learning, related outside experiential learning opportunities, and other projects as deemed related.

Release of Students During the School Day

To prevent the release of students to unauthorized persons the following guidelines must be followed:

1. Students will be released only through the school office. Persons other than parents/guardians must have written permission to pick up a student. Students will not be released to minors, including siblings. Students who are under a court-awarded custody agreement will be released only to the parent/guardian who has proof of physical custody.
2. Students who are under a court-awarded custody agreement will be released only to the parent/guardian who has proof of physical custody. To minimize the chance of disputes and to foster student safety, divorced/legally separated parents/guardians must provide to the principal written proof of custody (such as Custody Orders and/or Parenting Plans) that describes who has physical custody during and after school hours. Parents/guardians are required to keep the principal updated as to any changes relating to physical custody arrangements.

Students are expected to remain in attendance until 2:45 P.M. Students may be excused only for illness, professional appointments that cannot be made outside of the regular school day, family emergencies, etc. Excessive early pick-ups may result in loss of credit from missed lessons, referral to Children's Division (or proper authorities) and/or referral to the Problem Solving Team referral.

Heat Days & Snow Days

When the temperature and humidity are deemed in the judgment of the District to be excessive, the District will notify parents by announcing a heat day for the following day via a call blast, on local radio stations KLPW -1220 AM , KSLQ – 1350 AM, KLPW – 101.7 FM, KSLQ – 104.5 FM, and by sending notes home. A form will be sent home at the beginning of the school year asking for parental instructions as to where the child should go in the event of school closing early. On unscheduled Modified Days dismissal is at 11:50 A.M., and lunch is served prior to dismissal.

During periods of high heat and humidity students will rotate through air-conditioned rooms for a period of time during the day. Students are encouraged to bring water bottles and drink plenty of water. The District will open the buildings earlier in the morning to allow cooler air to circulate throughout the building, and the District will keep children in the shade during outside recess.

When school is cancelled because of inclement weather, an announcement will be made via call blast, on local radio stations KLPW and KSLQ as well as on TV and the district website: www.washington.k12.mo.us. It is not possible for schools to call all parents in these situations. A form will be sent home at the beginning of the school year asking for parental instructions as to where the child should go in the event of school closing early. When school is dismissed for weather, all after school and evening activities are cancelled.

Modified Days

There are several scheduled Modified Days in the school year when students are dismissed early for teachers to attend professional development, work on report cards, or hold parent-teacher conferences. On Modified Days grades K-6 will attend from 7:45 A.M. until 11:50 A.M. Lunch will be served and lunchtime medications administered on such days.

Early Release Days

With the support of our parents, the School District of Washington School Board, the Administrative Team, and the Salary and Benefits Committee, the District follows a district-wide, early-out schedule every Wednesday. This practice will continue throughout the entire school year.

Elementary students will be dismissed at 1:45 P.M. each Wednesday afternoon. Buses will deliver students home approximately one hour early. The usual after school care will be available to parents.

The acquired collaboration time will be used for the purposes of improving instruction through professional learning in grade level and subject area teams. Teachers, principals, and district leaders will be collaborating to plan curriculum implementation, develop assessments, analyze student work and assessment results, plan lessons, as well as determine appropriate remedial, reinforcement or enrichment style interventions for students.

School Visitation

Parents, patrons, and volunteers are welcome in our schools! All visitors must register in the school office upon arrival. Visitors to District schools are required to demonstrate behavior appropriate for the school setting. Visitation is a privilege not a right. Therefore, visitors who act inappropriately, violate the Board's visitor policy or otherwise impeded or impair the operation of the school will be required to leave campus, and law enforcement may be called when deemed necessary by school personnel. Volunteers are required to provide information for a police background check. They are also required to display a district identification badge. Classroom visits by parents may be allowed with prior approval by the school principal. A parent-teacher conference day is built into the school calendar. Additional conferences during the regular school day may be scheduled through the school office or with the classroom teacher.

Parent Portal

For parents who desire the ability to view current grades and information regarding their students, the School District of Washington has instituted a Parent Portal. Any parent wishing to participate can sign up by filling out the enrollment form which can be found on our website at http://www.washington.k12.mo.us/distinfo/Parent_Portal_Agreement_Form.pdf. Completed forms can be faxed to the Technology Department at 636-231-2805, or sent in to the office with your child. Parent Portal access can only be granted to parents who are in our system as educational decision makers.

Grade Report Folders/Report Cards

Progress reports and report cards will be available online and can be accessed through the parent portal on Lumen. If a printed copy is desired, one can request a hard copy from the building secretary. Also, some students will have a daily/weekly parent information management system. The District's goal is to keep parents informed so that parents and the school can work together. A parent who has any concerns about communication with the school or about the receipt of information from the school is encouraged to contact the classroom teacher for a conference.

Grades of A or B are indicators of mastery of a subject. Grades below A or B are below mastery. The school's goal is for all students to be at the mastery level for each subject. A grade of C is passing, but does not insure that a student is fully ready for what comes next in the curriculum and/or the next grade. Likewise, grades of D or F are cause for more concern.

Grading Scale

97-100	%	A+
93-96	%	A
90-92	%	A-
87-89	%	B+
83-86	%	B
80-82	%	B-
77-79	%	C+
73-76	%	C
70-72	%	C-
67-69	%	D+
63-66	%	D
60-62	%	D-
0-59	%	F

Homework, Class Participation and Achievement

The Board of Education recognizes that homework that is properly designed, carefully planned, and geared to the development of the individual students has a definite place in the educational program. Homework is not always done in the home as the name implies. The term “homework” refers to an assignment to be prepared during a period of supervised study in class or outside of class, or which is assigned to help the student become more self-reliant, learn to work independently, improve skills that have been taught, prepare research papers, aid in the mastery of skills, complete certain projects, and create and stimulate interest on the part of the student. There is an expectation that parents are to review and sign assignment books daily (review and sign Thursday/Friday folders).

Homework Guidelines

Some homework is assigned at the primary level. Pupils may complete work at home, which was begun in class. Special projects may be undertaken that require more time and materials than the school can provide. Additional reading should be encouraged for pleasure. Work missed due to absence will be assigned as homework, except for tests/quizzes, which are administered at school.

Assignment of Homework by Teachers:

1. Teachers in the District strive to administer homework in accordance with established educational practices and procedures.
2. Teachers follow general guidelines to provide that time spent on homework will typically not exceed 30 minutes for primary grades K-3 or 60 minutes for intermediate grades 4-6.
3. Homework will be considered as a part of the total learning process and will be monitored (specific feedback, etc.)

The students' responsibilities are:

1. Be sure to understand the assignments.
2. Complete the assignments.
3. Turn assignments in by the specific date due.

Tips for Parents to Help their Children with Homework

- Help set up a consistent organized place for homework to be done.
- Help your child establish either a consistent schedule for completing homework or help him create a schedule each Sunday night that reflects that particular week's activity.
- Encourage, motivate, and prompt your child, but do not sit with her and do the homework with her. The purpose of the homework is for your child to practice and use what she has learned. If your child is consistently unable to do homework by herself, please contact the teacher.
- If your child is practicing a skill, ask him to tell you which steps are easy for him, which are difficult, or how he is going to improve. If your child is doing a project, ask him what knowledge he is applying in the project. If your child is consistently unable to talk about the knowledge he is practicing or using, please call the teacher.
- Although there might be exceptions, the minutes your child should spend on homework should equal approximately 10 times the grade level (a 2nd grader would spend 20 minutes, a 3rd grader 30 minutes, and so on.)
- When bedtime comes, please stop your child, even if he is not done.
- Use a timer to break down assignment into smaller segments.

Protecting Instructional Time

Care shall be taken by school personnel to protect instructional time. Practices that are designed to protect instructional time include limiting intercom announcements except at the beginning and end of the school day, scheduling blocks of time devoted to specific subjects, and preventing interruptions. Special assemblies, guest speakers, field trips, etc. shall support the curriculum. Parents are asked to refrain from taking students out of school for appointments and other activities. Parents/guardians are expected to refrain from delivering presents, flowers, fast food, or other items to school. Tardiness is also an interruption to instructional time. Therefore, the timely presence of students at school is important.

Assessment Program

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

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

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

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

District Assessment Plan

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

The assistant superintendent for curriculum, instruction and assessment is responsible for the assessment program and with the directors, principals and teaching staff shall be responsible for developing an integrated basic and supplemental assessment plan and a procedure for interpreting results. The guidance counselor may assist in giving and interpreting assessments.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy.
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

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

Reading Assessment

The district will administer a reading assessment to students in grades K–8 to determine whether additional reading instruction and retention are needed. 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 reading assessments will be expressed as reading at a particular grade level and will be reported as a percentile rank. 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 content area departments will determine through consensus 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.

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Field Trips

Field trips are an extension of school. All students must ride school-approved transportation. All students must have written permission on file before a field trip. Telephone permission at the last minute is not acceptable. Adults who assist with a field trip are not to bring pre-school students or other children. All school rules apply on field trips. Participation in field trips is a privilege, not an entitlement. Students who have demonstrated irresponsible behavior prior to a field trip may be provided alternate activities in lieu of participation. Adults who assist with field trips are expected to be appropriate role models, dress appropriately, and to refrain from tobacco products, alcohol, and profanity.

School Nurse/Health Services

The elementary schools are served by traveling nurses. Students who become ill at school or have fever must be picked up from school as soon as possible. If your child has an I.E.P. or significant chronic health problem that requires in-school medication and/or special care, be sure to talk to the school principal and nurse about the situation and provide the school with documentation from a physician.

Medication Guidelines

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

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

1. The medication must be in its original container, labeled with name of student, name and dosage of medication, and directions as to when and how it is to be given. The school personnel will not administer the first dose of any medication and will not give one-time medications at school.
2. Only current prescriptions will be given. We will not administer any medication past the expiration date on the container. Long term medications must have a new prescription bottle each month.
2. Sample medications from the physician MUST have a prescription from the physician.
3. Over the counter medication must be in the original container in which it was purchased. These medications will only be given according to the directions on the container for appropriate age and weight of the child. Over the counter medications will not be given before 11:00 AM unless arrangements are made with the school nurse.
4. A "medication administration" form must be filled out and signed by a parent or guardian on all medications giving the designated school personnel permission to administer the medication.
5. Parent permission is good for the current school year only, and must be updated if any changes are made in the medication.
6. Medications must be brought to school by a parent/guardian or responsible adult. Medications will be counted by designated school personnel with parents present each time medications are brought to school.
7. The use of controlled pain medication by students during the school day is highly discouraged as this may cause a barrier to learning. Controlled pain medications will generally NOT be accepted or administered by the school nurse. The administration of controlled pain medication may be allowed if it is a part of a student's necessary treatment, subject to the approval of the district's health services coordinator. All medication policies and forms can be found on the districts website under the health services department.

PLEASE NOTE: *The student must not bring any medication on the school bus, school grounds, or into the school building to keep with him/her for use. Exceptions may be made through the school nurse for "Emergency Use Medications", such as inhalers for asthma or an Epi-pen for bee stings. The situation requires a "student self-administration" form to be completed, along with a care plan. Both forms need the parent's and physician's signature. **If a medication is brought to school that does not meet these guidelines, it will be REJECTED and will not be administered to the student. The District will KEEP any medication brought to school by a child until it can be returned directly to the parent.**

The School District of Washington will not give prescribed narcotic medication to students while in attendance or participating in school activities. Since narcotic medications can have an adverse affect on a student's ability to participate in school functions, it is suggested that the student remain at home while taking such prescribed medication. The student will need a doctor's note to return to school.

Head Lice

The student must be accompanied by an adult for readmission. Parents must show proof of treatment within three days. The nurse, principal, or other designated person will inspect the student prior to readmission.

Recess Participation

Students in grades K through 2 may have up to two 15 minute recess periods a day. Students in grades 3 will have one 25 minute recess and grades 4, 5, and 6 may have one 20-minute recess a day. School officials sometimes receive requests for students to stay inside for medical reasons during the winter months. The teachers will provide inside supervision for students for up to three days with a parent's note. By the end of the three days the school will expect students to return to the regular class schedule or provide a doctor's note stating the child's need to remain indoors at recess time and setting forth the duration of that need.

Physical Education Participation

Physical Education is a subject in the curriculum for Grades K-6. It is an important part of a child's education, and effort and participation are required. All students are expected to participate unless a physician's statement of exemption is on file. Students who have an exemption and do not participate in P.E. will also be restricted at recess. Parents are responsible for ensuring that children wear appropriate shoes/clothing on P.E. days.

Music Education Programs

General Music is an academic subject in the curriculum for Grades K-6, and effort and participation are required. Group instruction in violin, viola, and cello is offered during the school day for students in Grades 5 and 6.

Art Education

Art in Grades K-6 is taught by traveling Art teachers who serve more than one school. Art supplies are generally furnished, but some projects require that the parent buy some supplies. Art is an academic subject in Grades K-6, and effort and participation are required.

Library Services

Library services are provided by traveling librarians who are assisted by paraprofessionals. Volunteers are also used extensively. Each school has a library and will be open during school hours.

Food Services

The School District of Washington participates in the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). A computerized accounting system allows parents and guardians to make deposits on student lunch accounts through an online system.

No credit or charging is allowed. A positive balance is required for all student accounts. See parent portal for balances and further information at www.lumen.washington.k12.mo.us. Should a student's account go into arrears, the matter may be reported to Franklin County Support and Children's Division, DFS or the proper authorities.

Students may bring their lunch, but refrigeration is not available. Bottles or cans of soda and pizza or fast food are not allowed. Rewards and "birthday lunches" should be handled off school campus. Free and reduced price lunch applications must be filled out yearly, and are available through the school office, or our Central Warehouse. Sharing or trading food is not allowed. Federal Guidelines for the NSLP and SBP are followed.

The NSLP consists of a minimum of 2 oz protein, 1/2 cup fruit, 1/4 cup vegetable, 1 to 2 oz of whole grain, and 8 oz dairy. Students may choose all five categories or as few as three, but one of the three to five items must be a fruit or vegetable.

Our SBP consists of a minimum of 1 oz protein, 1/2 cup fruit, 1/2 cup vegetable, 1 oz whole grain and 8 oz dairy. The vegetable category may not be offered every day. Students may choose all five categories or as few as three, but one of the three to five items must be a fruit or vegetable.

For further questions regarding the NSLP or the SBP, please call Jill Peopsel at 636-231-2050.

Classroom Supplies

Textbooks and workbooks are furnished by the school. Damage beyond normal wear and tear or theft is the responsibility of the parent. Each classroom will have a specific supply list. Parents must check with their child's teacher before purchasing anything other than items on the supply list. The supply lists are posted in several variety, discount and office supply stores in Washington as well as on the school's website, www.washington.k12.mo.us.

Elementary Guidance and Counseling Services

The elementary schools are served by certified guidance counselors. Each counselor provides classroom group guidance services and individual counseling sessions. Guidance lessons include Social Skills, Conflict Resolution, Friendship Skills, Drug & Alcohol Education, Career Awareness and Study Skills.

Individual/group counseling may address Improved Self-Concept, Death of Friend/Family Member, Wellness, Peer Relations, and Separation/Divorce. For your child to be seen on a regular basis by a counselor, a referral must be made to the counselor. A signed parental permission card is required.

Evening programs on the topic of effective parenting are offered from time to time at a central location. Each counselor will send home specific information in advance of the program. The District also offers the Drug Abuse Resistance Education (DARE) program. It is taught by a Police Officer, State Trooper, or Sheriff's Deputy. The purpose of this program is prevention, and it deals with the causes of drug abuse.

Character Education

Character education establishes and enhances a sense of belonging and connectedness among students, educators, and parents. The Caring School Community Program is structured to have positive effects in fostering a sense of community in the school, improving school climate, involving families, and improving academic motivation. Components of this program include cross-age Buddies, Class Meetings, Homeside interactive home and school activities, and school-wide community building activities. The Character Education program R.O.C.K. (Respect, Ownership, Commitment, and Kindness) are taught and expected throughout the school year.

Technology Usage

The use of District computers and network is a privilege offered to students enrolled in the District. Students are expected to follow Board Policy and District Guidelines for usage of technology equipment and resources. Students and parents/guardians will sign a user agreement before being given access to the district's technology resources. A student's access to technology resources may be revoked by instructors, staff, and administrators at any time for inappropriate use or usage contrary to Board policy and/or District Guidelines. In addition to revocation or privileges, other disciplinary measures may also be taken, and a referral to law enforcement may be made.

Student Discipline

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 School District of Washington to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JCF.

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 (10) 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:

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

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

Impact on Grades

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

Prohibited Conduct

The 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:	Principal/Student conference, up to course failure.
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:	Principal/Student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	Up to 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, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, up to 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:	Principal/Student conference, 10-180 days out-of-school suspension or expulsion.
Subsequent Offense:	Expulsion.

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

First Offense:	Written warning notification, principal/student conference, detention, in-school suspension, out-of-school suspension, or revocation of driving and parking privileges.
Subsequent Offense:	Vehicle may be towed away at the owner's expense, suspension or revocation of driving and parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying (see Board policy JFCF) –Intimidation, unwanted aggressive behavior, or harassment that is repetitive, or is substantially likely to be repeated, and (1) causes a reasonable student to fear for his or her physical safety or property; (2) substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or (3) substantially disrupts the orderly operation of the school. May consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus. "cyberbullying" mean bullying as defined in this subsection through the transmission of communication including, but not limited to- a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

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

Bus or Transportation Misconduct (see Board policy JFCC and JFCC-R) – 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, or 1-10 days out-of-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

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

First Offense:	Principal/Student conference, detention, in-school suspension, or up to 30 days out-of-school suspension.
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Subsequent Offense:	Detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.
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Drugs/Alcohol (see Board policies JFCH and JHCD)

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

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

2. 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:	Principal/Student conference, in-school suspension or up to 180 days out-of-school suspension.
Subsequent Offense:	11 to 180 days out-of-school suspension or expulsion.

3. 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:	Principal/Student conference, up to 180 days out-of-school suspension or expulsion.
Subsequent Offense:	11 to 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 up to 180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, up to 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, in-school suspension or out-of-school suspension.
Subsequent Offense:	Restitution. Detention, in-school suspension or out-of-school suspension.

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

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

First Offense:	Verbal warning, principal/student conference, 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, in-school suspension, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, up to 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 up to 180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, up to 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, in-school suspension or out-of-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, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, up to 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:	Principal/Student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Up to 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:	Principal/Student conference, detention, in-school suspension or up to 180 days out-of-school suspension.
Subsequent Offense:	Up to 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, in-school suspension, or out-of-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or up to 180 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, in-school suspension, or out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, or up to 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, in-school suspension or out-of-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, up to 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 up to 180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Technology Misconduct (see Board policies 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, in-school suspension or out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, up to 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, in-school suspension or out-of-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 and procedure EHB-AP or any policy or procedure regulating student use of personal electronic devices.

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

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 up to 180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. Up to 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, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, up to 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 possessed in accordance with district policy JHCD.

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or up to 5 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, Saturday school, or up to 90 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, Saturday school, or up to 3 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension, Saturday school, or up to 90 days out-of-school suspension.

Truancy or Tardiness (see Board policy JED and procedure JED-API) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

First Offense:	Principal/Student conference, detention, Saturday school, or 1-3 days in-school suspension.
Subsequent Offense:	Principal/Student conference, detention, Saturday school or other extended learning opportunities to make up lost instructional time, 3-10 days in-school suspension, loss of credit, removal from class(es), and removal from extracurricular activities.

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 while school is in session, out of session, or at a district-sponsored activity.

First Offense:	Approved plan of restitution is mandatory. Additional consequences include principal/student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Approved plan of restitution is mandatory. Additional consequences include in-school suspension, up to 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:	Principal/Student conference, in-school suspension, up to 180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Up to 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:	Principal/Student conference and one calendar year suspension 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, up to 180 days out-of-school suspension, or expulsion.
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Subsequent Offense:	Up to 180 days out-of-school suspension or expulsion.
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OSS Homework Policy

Out of School Suspension (OSS) – This type of suspension is defined as removal of the student from the school premises for disciplinary purposes. The student is not allowed on school property without special permission of the school administration. They are not to attend school functions or extracurricular activities at home or away. Students will be allowed to make up work for full credit. Homework will be given to the student in three-day increments. Students will not be given additional work until they have finished the prior three days worth of work. The student and their parents must request homework assignments in writing by the next school day after the OSS has been assigned. Homework assignments are due the day the student returns to school. No extension will be granted. Major tests and major projects will be arranged with the teachers. It is the student's responsibility to make arrangements with their teacher within five day of returning to school.

Dress Code

Each student should select clothing suitable for school and the day's weather conditions. Styles and types of clothing change from time to time; the school recognizes this fact and will make allowances for such changes within limitations. The limits as to what is considered appropriate dress will be determined in the opinion of the teachers and administration.

Matters of personal appearance that are deemed distractions in the classroom will not be allowed. If a teacher feels that a student's dress is provocative or inappropriate, the student may be referred to the office with a conduct referral. The administration will then determine the appropriate action to be taken with the student.

Guidelines for Dress are as Follows:

- No undergarments showing.
- No short shorts or short skirts (mid-thigh is the shortest allowed).
- No midriff showing.
- No tube tops.
- No hats inside the building.
- No references to drugs, alcohol, tobacco, sex, violence or profanity

Live Animals

Because of safety and health concerns, animals of any kind must not be brought to school without first obtaining the permission of the principal. This includes dogs, cats, hamsters, gerbils, and/or all other animals. Should an animal bite or scratch someone at school it will be necessary to impound the animal unless it can be certified as rabies free. The same guidelines apply to pet snakes, turtles, and other reptiles. Principals do have the authority to permit animals to be brought to school. In general, they will require that all animals be caged and that a finger proof cover be provided. Also, principals will ask for proof of vaccination if appropriate. Individuals with disabilities who are in need of a legally allowed service animal must contact the principal in advance to obtain permission. Requests for service animals are addressed in accordance with law.

Cell Phones

Cell phones, cell phone cameras, recorders, beepers, pagers, and other communication devices may not be used during school hours. Use, activation, or display of such items may result in disciplinary consequences, as specified under Disruptive Speech or Conduct, (see Discipline Policy JG-R)), including confiscation of the device.

Personal Property

The school does not assume responsibility for personal property brought to and/or left at school. It is best not to send these things with a child. CD players, i-pods, personal computers, video games, water guns and balloons and similar electronics and toys are not permitted during school hours. Use, activation, or display of such items may result in disciplinary consequences, as specified under Disrespectful or Disruptive Speech or Conduct, (see Discipline Policy JG-R), including confiscation of the item.

Bus Transportation

Bus service is provided under contract with First Student Transportation. First Student's phone number is 636-239-1429, and their telephone is attended during normal working hours. All students must have a bus form filled out by the parent or guardian. Once it is approved by First Student office a copy is faxed to the school, and a copy is given to the driver and one kept on file.

All Kindergarten and First Grade students must have a parent or older sibling to meet them at the bus stop in the afternoon, or the driver will not let the student off the bus. They will be taken back to the school, or to First Student Bus Company, 400 M.E. Frick Drive, Washington, and the parent/guardian will be called. If a parent/guardian wishes for a student to ride their regular bus, but be dropped off at a stop other than his/her own, a note must be signed by the parent/guardian and signed by a school official. Bus change forms are necessary for day to day dispatch to know where the students are going on a temporary basis and who may be on the bus that is not a regular rider. These forms must be received in the First Student office 24 hours prior to changing a

student's transportation pick up or drop off point. Forms are available at the Locust Street building, all Elementary and Secondary buildings and the First Student office at 400 M.E. Frick Drive in Washington.

Bus change forms must be filled out and signed by a parent/guardian and sent to the First Student office or the building where the student attends school. This form will be approved or disapproved by First Student and returned to the sending school.

Reasons for disapproving a change:

Bus is close to capacity.

Bus would have to travel out of school attendance area to either pick up or drop off.

Previous discipline problems with student wishing to make a change.

First student must approve these changes or student will NOT be allowed to ride the bus. Transportation will be provided only to and from a student's bona fide legal residence.

STUDENT RESPONSIBILITIES ON THE SCHOOL BUSES

Before boarding the bus the student shall:

1. Be on time and at the proper location for boarding the bus.
2. Wait until the bus is completely stopped before attempting to board the bus.
3. Be courteous. Help younger children rather than push them aside for a seat.
4. Use the handrail and watch step when boarding the bus.

While on the bus the student shall:

1. Keep hands and head inside the bus at all times.
2. Assist in keeping the bus safe and sanitary at all times.
3. Do not talk to or disturb the driver in any manner.
4. Treat the bus equipment as valuable furniture in your home. Damage to seats, etc., must be paid for by the offender or riding privileges will be revoked.
5. Never tamper with the bus or any of its equipment.
6. Leave no books, lunches or other articles on the bus.
7. Keep books, packages, coats and all other objects out of the aisles.
8. Remain in the seat in case of accident unless directed to leave by the driver.
9. Throw nothing out of the bus windows.
10. Always remain in your seat until bus is stopped.
11. Always be courteous to fellow students, the driver and all passers-by.
12. Keep absolutely quiet when approaching a railroad crossing.
13. Expect parents to be notified in case of continuous misconduct. Privilege of riding the bus can and will be revoked for repeated or severe cases.
14. Obey the driver at all times. The driver has the same responsibility as a teacher.
15. Inform the driver, if at all possible, when you will be absent from the bus.

After leaving the bus the student shall:

1. Cross the road at least 10 feet in front of the bus after checking to be sure that no traffic is approaching and/or after receiving a signal from the driver.
2. Help look after the safety and comfort of small children.
3. Be alert to any danger signal from the driver.
4. Leave the bus only at your regular stop unless proper authorization has been given, in writing, in advance by school officials.

The above responsibilities shall be adhered to on any and all trips under the school responsibilities or sponsorship. For extracurricular trips competent chaperons appointed by the school officials shall accompany the bus riders.

School Transportation Conduct Reports and Consequences

A conduct report will be issued by the bus driver for infractions of transportation and safety guidelines. Transportation-related infractions at the elementary level are generally investigated and addressed separately from the regular elementary school discipline system. However, for serious infractions, bus conduct reports will be dealt with by the principal as school discipline infractions. The first consequence is usually a warning. In some serious situations, however, it may result in suspension from the bus service. If drugs, alcohol, weapons, or serious property damage has occurred, such conduct will result in immediate suspension from the bus.

School bus safety and discipline must be taken very seriously. The District cannot compromise safety by tolerating misconduct that may endanger others.

Promotion/Retention of Students

The elementary staff members sincerely hope that each and every child performs well in school. If a child is not meeting grade level expectations, it is extremely important for home and school to work together to address the matter. A formal system to notify parents about lack of progress and/or failure to meet grade level academic or behavioral expectations has been developed and is implemented during the school year. If a parent/guardian receives notification that a child is “at risk” because of either of these two standards, the parent/guardian must contact the student's teacher to set up a conference.

If retention is highly probable, the parent/guardian will be notified very close to the end of the third quarter of school. This is not a final decision. The final decision to retain a child will be made prior to the last five school days of the fourth quarter. Parents/guardians will then be informed about the decision in writing.

Senate Bill 319, passed in 2001, requires school districts to intervene with students who are reading below grade level. Students in Grade 4 will be retained if they are reading below the third grade level. (Several exceptions to this requirement are specified in the law, such as students who are being served by Special Education and have an IEP for reading.) Students in third grade who are reading below second grade level must have a reading improvement plan which will be implemented during the fourth grade year. This plan must include 30 hours of instruction outside the regular school day.

Achievement Tests & Ability Tests

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Missouri Learning Standards, as set forth by the Missouri State Board of Education. In addition, the District administers Quarterly Assessments for each core subject area in all grades. These assessments are not sent home and may be used as part of the grade for that subject. In Elementary, the Gates MacGinitie Reading test is also given annually to assess students' reading level. If selected by the State of Missouri, the District will participate in the National Assessment of Educational Progress (NAEP) as required by law. The Department of Special Education administers individual achievement and ability tests. These tests are administered in conjunction with referral for special education programming. Results of these tests are kept in a special education permanent record. For more information about screening and/or individual testing by the Special Education Department, please call 636-239-5162.

Other Special Programs and Services

This District also provides services for English Language Learners (ELL), Language Arts Lab, Gifted Education, Parents as Teachers, The Growing Place Preschool, and Summer School. For information regarding these programs, contact the building principal or the respective office listed below.

English Language Learners

Assistance is available for students for whom English is a second language, or for whom English is not the primary language spoken in the home. For information on ELL services as well as services for migrant or homeless students, contact the Director of Federal Programs at **636-231-2000**.

Language Arts Lab

A Reading Specialist in each school works with groups of students who need extra help with reading in order to keep on grade level. Students attend the Language Arts Lab class for 30 minutes four times a week.

Gifted Education

The Challenge Program is available for students who meet the qualifications of “Gifted” based on standardized measures of ability and achievement. The students attend Washington High School where the program is located, once a week for the whole day. This program is part of the Special Services Division. Call **636-239-5162** for more information.

Parents as Teachers

The Parents as Teachers Program serves families with children ages 0-3. The program can be reached by calling **(636) 231-2820**. Parents as Teachers offers monthly informational meetings for parents on a variety of topics, as well as a newsletter for parents/guardians.

Early Learning Center

The District offers preschool for children ages 3 to 5 at several convenient sites. Call **636-231-2850** for specific information. Preschool tuition is based on a sliding fee scale. Students who are identified as having slight developmental delays may qualify for a tuition waiver.

Personal Safety for Students

Parents/guardians are encouraged to make arrangements for “safe house” supervision for children who are home alone before and after school. The district networks with local schools and law enforcement in these matters. Parents/guardians are expected to report to the school any incident that may occur. Also, parents/guardians are urged to teach their children how to observe and report strangers they may see hanging around the school or bus stop.

As explained above in this handbook, it may be necessary to close the District early because of heat, flood, and/or other weather-related conditions. Parents/guardians must develop a plan for a “safe house” in place for the safety of the child in the event the District has to close and all students be sent home early. A form will be sent home at the beginning of the school year asking for parental instructions as to where the child should go in the event of school closing early.

Emergency Information for the School

Each elementary school keeps a file of emergency information and telephone numbers in the office. This information is confidential. It is used in case a child needs emergency medical care and/or in other urgent situations. This information must be updated at the beginning of each school year. Parents/guardians who move, change telephone numbers, or other personal changes take place must promptly notify the principal and secretary. The school's maintenance of current contact information depends upon parental updates.

Earthquake Safety For Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.

A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

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 above information 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 information is provided by the District to satisfy the requirements of RSMo 160.455

Concerns, Complaints, and Problem-Solving

Each elementary school in the District is operated in accordance with Board of Education Policy. Concerns and complaints about site administration, teaching, curriculum, building practices and policies, and any number of operational issues must be first addressed and discussed at the building (i.e., site) level. In most cases, to take a concern beyond the site level, complaints will be asked to identify and explain the particular situation in writing. This helps clarify the situation and areas of concern. In response, the complainant may be invited to participate in a conference with those individuals involved in this matter. Alternatively, the complainant will receive a written response.

Helpful District Telephone Numbers

Curriculum & Assessment, Dr. Judy Straatmann, Assistant Superintendent	636-231-2005
Early Childhood, Dr. Dawn Hellebusch, Director	636-231-2850
Parents As Teachers, Sandi Gildehaus, Director	636-231-2820
First Student Bus Company, Marty Marks, Manager	636-239-1429
Student Services, Elizabeth Mades, Director	636-239-5162