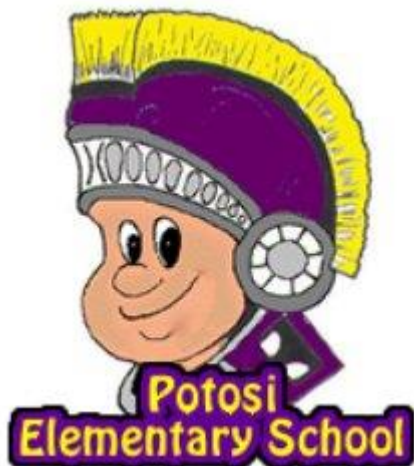


Vision Statement:

Teaching Today's Learners to be Tomorrow's Leaders

Mission Statement:

Whatever It Takes To Educate



2019-2020
Potosi Elementary School
Student/Parent
Handbook

205 State Hwy. P
Potosi MO 63664
Phone 573-438-2223

www.potosir3.org

District Mission:
Ensuring All Students Reach Their Potential

District Vision:

The Potosi R-3 School District will provide for all students a safe environment which will allow them the opportunity to reach their learning potential and prepare them to become responsible citizens through a cooperative effort among home, school, and community.

Belief Statements

- We believe that each student is important and unique.
- We believe all students are 21st century learners and will be college or career ready.
- We believe that parental, family, school and community relationships are essential to foster ethical and moral character.
- We believe that providing a safe and nurturing atmosphere will foster a life-long love of learning.
- We believe all staff will inspire all students to achieve success and compete at a high level.
- We believe that all students will increase understanding, tolerance, and acceptance of people from varied cultural, economic and racial backgrounds.

CONTENTS PAGE

District Staff	1, 6, 7
Parent Return Sheet.....	2
Technology Usage Parent/Guardian Technology Agreement.....	4
Technology Usage Student User Agreement	5
School Calendar.....	8
Daily Schedule	9
Kindergarten Information.....	10
Attendance Policy.....	10-12
Checking Students In/Out of School.....	13
Perfect Attendance.....	13
Field Trips	13
Football Homecoming Parade	13
Homework/Make-up Work	14
Play Day.....	14
Retesting/Tutoring Policy.....	14-15
School Closings.....	15
Discipline Policy	15-25
Notice Regarding Searches.....	25-26
Audio/Visual Recording	26
Dress Code.....	26-27
Technology Usage	27-35
Building/Playground Rules	36-38
Transportation Issues/Bus Policies.....	38-43
Bus Procedures/Bus Note Policy	41
Inoculations of Students.....	43-44
Vision/Hearing Screenings	44-45
Student Health - Head Lice	45
Student Illness	46
Administration of Medication to Students.....	46-49
Allergies.....	49
Cafeteria Information	49-52
Classroom Parties.....	52
Student Birthdays.....	52
Snack/Food at School/Nutritional Guidelines.....	52-53
Emergency Drills/Earthquake Safety	53-55
Academics/Student Achievement/Assessments.....	56-59

District/Building Accountability Report Cards59

Grading Scale59

Student of the Week59

Grade Reports 59-60

Parent/Teacher Conferences 60

Library Procedures60

Promotion Acceleration & Retention 60-62

Summer School 62

Virtual Courses 62-66

Special Services Programs 66-68

Instructional Interventions 68-69

Gifted 69-70

Guidance/Counseling 70-72

Parents As Teachers Program73

Prohibition Against Discrimination/Harassment 73-74

Grievance Process/Public Complaints 74-78

Title 1 - School-Parent-Student Compact.....79

School Volunteer Program80

Family Education Rights & Privacy Act (FERPA) 80-81

Surveying Analyzing Or Evaluating Students81

Admission of Resident Students 81-82

Confidentiality and Records Management 82-83

Public Notice - Asbestos.....83

School Pledge Inside Back Cover

Important Phone NumbersBack Cover

POTOSI ELEMENTARY SCHOOL STUDENT HANDBOOK

Welcome to Potosi Elementary School! We are excited to be partners with you in your child’s education. Together we can make this a great school year.

Communication between home and school is vital. In an effort to make valuable information available to you, we have created this handbook and a website accessible by logging onto the Potosi R-3 School District’s website at www.potosir3.org to find information about the school, to access the on-line school calendar, the district policy manual, etc.

Please take the time to read through this handbook we have developed for you and your child. Once you have read the handbook, please sign, date, and return the *Parent Response Page* to your child’s teacher.

Potosi R-3 School District 2019-2020 Board of Education

Kathy Silvey	President
Dr. James Robart	Vice-President
Rhonda Phares	Secretary
Jimmy W. Gibson	Treasurer
Randy Barron	Member
Tammy Randall.....	Member
Bill Short	Member

Administrative Staff

Dr. Shawn McCue.....	Superintendent
Mr. Adam Portell	Asst. Superintendent
Mr. Bryce Wilson	Director of Curriculum Instruction Assessment
Mr. Shane Blair	Director of Transportation
Mrs. Jennifer Woods.....	Principal Pre K, K, 1 st , 2 nd , 3 rd Grades
Mr. Brant Hubbs.....	Assistant Principal
Mrs. Kim Hartley	Director of Special Ed.
Mrs. Tommi McMahan	Counselor PK-1 st Grade
Mrs. Tiara McCarthy	Counselor 2 nd & 3 rd Grade
Mrs. Paula Pashia.....	Social Worker

PARENT RESPONSE PAGE

Please check the following items on page two and three to indicate you agree with the statement and return this page to your child's teacher.

- I have read and discussed the Potosi R-3 Discipline Policy with my child.

- I give my permission for my child _____ to go on school-sponsored field trips.

- I would like to volunteer in my child's classroom on a regular basis. I have read the guidelines & expectations listed in this handbook.

- I understand the importance of reading and am committed to helping my child become a better reader. I will spend 15 minutes per night reading with or to my child.

- On occasion, my child's photograph/name may be published in the newspaper, videotaped, or on our school web page. I give my permission to allow this to occur.

- I understand the District's policy on attendance and discipline for my child and understand my child **MUST** have at least 93% attendance to attend the end of year field trip.

Name of Student: _____

Signature of Parent/Guardian

Date

Home Address: _____

Home Phone: _____

TECHNOLOGY USAGE
(Parent/Guardian Technology Agreement)

Revised: March 29, 2012

- I have read the Potosi R-3 School District Technology Usage policy and procedure. I understand that violation of these provisions may result in disciplinary action taken against my child including, but not limited to, suspension or revocation of my child's access to district technology and suspension or expulsion from school.
- I understand that my child's use of the district's technology resources is not private and that the school district may monitor my child's electronic communications and all other use of district technology resources. I consent to district interception of or access to all of my child's electronic communications using district technology resources as well as downloaded material and all data stored on the district's technology resources (including deleted files) pursuant to state and federal law, even if the district's technology resources are accessed remotely.
- I agree to be responsible for any unauthorized costs arising from use of the district's technology resources by my child. I agree to be responsible for any damages caused by my child's misuse of district technology.

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

I give permission for my child to utilize the school district's technology resources.

I give partial permission for my child to utilize the school district's technology resources. I do not wish for my child to utilize:

I do not give permission for my child to utilize the school district's technology resources.

I understand that this form will be effective for the duration of my child's attendance in the district unless revoked/changed by the district or me.

Name of Student: _____

Name of School: _____

Signature of Parent/Guardian

Date

TECHNOLOGY USAGE ***(Student User Agreement)***

I have read the Potosi R-III School District Technology Usage policy, regulation and netiquette guidelines and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action taken against me including, but not limited to, suspension or revocation of my access to district technology, and suspension or expulsion from school.

I understand that my use of the district's technology is not private and that the school district may monitor my use of district technology including, but not limited to, accessing browser logs, e-mail logs and any other history of use. I consent to district interception of or access to all communications I send, receive or store using the district's technology resources, pursuant to state and federal law, even if the district's technology resources are accessed remotely.

Student Name (Printed): _____

Social Security Number: _____

Grade
Level: _____

Signature of Student

Date

Name of School: _____

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

Implemented: 07/17/2001

Revised: 03/18/2003

Potosi Elementary Teachers 2019-2020

Jennifer Woods, Principal

<u>Kindergarten</u>	<u>Room #</u>
Tiffanie Barnett	53
Heather DeGonia	59
Marita Dotson	51
Tiffany Gibson	52
Cheryl Hector	57
Abbey McAnally	50
Melinda Saunders	58
Sarah Shaffer	54
Stacy Trentman	60

First Grade Room #

Bree Allen	63
Melissa Gazaway	3
Crystal Grant	62
Kim Parsons	1
Heather Riddle	48
Dana Stephens	49
Erin Weiss	2
Sarah Wideman	61

Second Grade Room #

Charlotte Beck	6
Emma Coleman	11
Kelly Dickey	5
LaDonna Harmon	7
Tabitha Herman	4
Kay Malugen	9
Susan Merkel	8
Jill Sansegraw	10
.....	12

Third Grade Room #

Katie Eden	23
Amy Hager	21
Luci Martin	24
Vicki McCoy	25
Heather Reary	27
Melonie Smith	26
Amelia Watson	22
.....	20

Art Room #

Kelly Bethel (K)	69
Rebecca Hermann (1-3) ..	70

Music Room#

Caroline Meyers (K)	69
Carrie Price (1-3)	68

P.E. Room #

Debbie Davis (K)	66
Joe Portell (1-3)	44

Keyboarding Room #

Kelly Bethel	36
--------------------	----

Social Worker Room #

Paula Pashia	71
--------------------	----

Brant Hubbs, Assistant Principal

<u>Nurse</u>	<u>Room #</u>
Jessica Higginbotham	33
Asst. Jenny Williams	

Library Room #

Amanda Webb	36
Library	35

Special Programs

Gifted Room #

Amanda Hedgecorth	28
-------------------------	----

EMH Room #

Jessica Bales	72
Donna Boyster	82
Wendi Pratte	81
<u>LD</u> <u>Room #</u>	

Caroline Meyers (AM)	75B
----------------------------	-----

Tonya Missey	13
--------------------	----

Jackie Wright	18
---------------------	----

BD Room #

Sally Sansegraw	75A
-----------------------	-----

Early Childhood Room#

Peggy Hicks	78
-------------------	----

Speech Room#

Tessa Dunivan	76B
---------------------	-----

Michaela Yates	76A
----------------------	-----

Title One Room#

Amber Beers	30
-------------------	----

Michelle Boyer	16
----------------------	----

Connie Harbison	15
-----------------------	----

Christina Jackson	64
-------------------------	----

Kari Mueller	42
--------------------	----

Chala Short	43
-------------------	----

District Pre-School Room #

Stephanie Bone	79
----------------------	----

Madelyne Eye	80
--------------------	----

Michelle Knobloch	74
-------------------------	----

Amy Owens	73
-----------------	----

P.A.T. Coordinator Room #

Sharon Gibson & Educators	77
---------------------------	----

Counselors Room #

Tiara McCarthy (2-3)	29
----------------------------	----

Tommi McMahan (PK-1)	32
----------------------------	----

Paraprofessionals Room #

.....	ECSE
-------	------

Heather Bequette	Resource
------------------------	----------

Heather Blanks	Resource
----------------------	----------

.....	ECSE
-------	------

Shanna Engelage	Resource
-----------------------	----------

Vicki Gross	Resource
-------------------	----------

Beth McCoy	Resource
------------------	----------

Debbie Moses	Resource
--------------------	----------

Secretaries

Wendy GantPreschool, Budget, Receptionist-71
Cindy LayAttendance, Food Service-71
Brittany Litton..... Title 1, Transportation, Food Service-71
Louise NewcomerReceptionist-71

Cooks

Lana Boyer 65
Marsha Breakfield 65
Bambi Gibson 65
Rhonda Woods 65

Custodians

James Turnbull (Head Custodian)
Eugene Dicus
Susan Kratky
Brian Russell
Jimmy Witcher

POTOSI ELEMENTARY PARENT TEACHERS ASSOCIATION

The Potosi Elementary P.T.A. organization consists of parents and teachers working together in the education of Potosi’s children. P.T.A. offers the service of keeping parents informed on educational concerns, while promoting the welfare of the children.

All parents and teachers are encouraged to attend and participate in the regular meetings of the P.T.A.

Potosi P.T.A. Officers

President (Memberships) Mrs. Sharon White
1st Vice President (Programs) Mrs. Caroline Meyers
Secretary (Hospitality) Mrs. Heather Blanks
Treasurer Ms. Jennifer Frost

UPCOMING EVENTS AT POTOSI ELEMENTARY SCHOOL

SCHOOL PICTURES - Picture Date – Wednesday, 10/2/2019
Make-up Picture Date – Thursday, 11/14/2019

MUSIC PROGRAM DATES

3rd Grade Thursday, October 24, 2019
2nd Grade Thursday, December 12, 2019
1st Grade Thursday, March 12, 2020

P.D.C. MEMBERS (PROFESSIONAL DEVELOPMENT COMMITTEE)

Heather DeGonia Amanda Hedgecorth Jackie Wright

Potosi R-3 School District Calendar

2019 - 2020

August

- 8 New Teacher Orientation
- 9 New Teacher Orientation
- 12 Teacher Workshop (T1)
- 13 Teacher Workshop (T2)
- 14 Teacher Workshop (T3)
- 15 First Day Of Attendance
- 30 Teacher Workshop (T4)

September

- 2 Labor Day (No School)
- 23 Teacher Collaboration/PD (No School) (T5)

October

- 7 Teacher Collaboration/PD (No School) (T6)
- 11 1st Quarter Ends
- 17 Parent Teacher Conferences (1:00 p.m. Dismissal)
- 18 Parent Teacher Conferences (No School) (T7)

November

- 4 Teacher Collaboration/PD (No School) (T8)
- 27 Thanksgiving Break (1:00 p.m. Dismissal)
- 28 Thanksgiving Break (No School)
- 29 Thanksgiving Break (No School)

December

- 19 1st Semester Ends (1:00 p.m. Dismissal)
- 20 Christmas Break (No School)
- 23 Christmas Break (No School)
- 24 Christmas Break (No School)
- 25 Christmas Break (No School)
- 26 Christmas Break (No School)
- 27 Christmas Break (No School)
- 30 Christmas Break (No School)
- 31 Christmas Break (No School)

January

- 1 New Year's Day (No School)
- 2 Christmas Break (No School)
- 3 Christmas Break (No School)
- 6 School Resumes
- 20 Teacher Collaboration/PD (No School) (T9)

February

- 14 Teacher Collaboration/PD (No School) (T10)
- 17 Presidents' Day (No School) (W6)

March

- 6 3rd Quarter Ends

April

- 9 Easter Break (No School)
- 10 Easter Break (No School)
- 13 Easter Break (No School)
- May**
- 15 Last Day (1:00 p.m. Dismissal)
- 18 (W1) 19 (W2) 20 (W3)
- 21 (W4) 22 (W5)
- 25 Memorial Day (No School)

Potosi Elementary Daily Schedule 2019-2020

7:20	Doors open
7:20-7:50	Breakfast served
7:45	All teachers report to classrooms
7:50	Bell – Students report to class
7:55	Pledges & Announcements
8:00	Tardy bell – classes begin

10:30-10:55 **Preschool Lunch**

Kindergarten Schedule

9:15-9:45 Kindergarten (RTI) Response to Intervention

10:45-11:10 **Kindergarten Lunch (25 minutes)**

12:00-12:30 **Kindergarten Recess**

Barnett, Hector, Saunders, Shaffer

12:30-1:00 **Kindergarten Recess**

DeGonia, Dotson, Gibson, McAnally, Trentman

1st Grade Schedule

11:00-11:25 **1st Grade Lunch (25 minutes)**

12:00-12:30 1st Grade (RTI) Response to Intervention

1:00-1:30 **1st Grade Recess**

Allen, Grant, Riddle, Stephens, White

1:30-2:00 **1st Grade Recess**

Gazaway, Parsons, Weiss

2nd Grade Schedule

11:20-11:45 **2nd Grade Lunch (25 minutes)**

12:00-12:30 **2nd Grade Recess**

Coleman, Malugen, Merkel, J. Sansegraw

12:30-1:00 **2nd Grade Recess**

Beck, Dickey, Harmon, Herman

1:30-2:00 2nd Grade (RTI) Response to Intervention

3rd Grade Schedule

10:45-11:15 3rd Grade (RTI) Response to Intervention

11:35-12:00 **3rd Grade Lunch (25 minutes)**

1:00-1:30 **3rd Grade Recess**

Reary, Martin, Smith

1:30-2:00 **3rd Grade Recess**

Eden, Hager, McCoy, Watson

Dismissal Times

2:45 Riders-K & 1st lower hall - Mrs. Boyer & Mrs. Hicks will come by the classrooms

2:50 Riders -1st- 3rd upper hall - dismiss to hallway by library

2:55 Early bus riders exit through front doors

Tentative early buses: 140, 187, 1, 38, 14, 13, 24, 18, 29, 10, 22, 17, 5, 6

3:00 School dismissed-Late bus riders are brought to the cafeteria

Tentative late buses: 39, 23, 4, 16, 40, 36, 19, 3, 35, 41, 20, 21, 25, 43, 2,
33

The District Policy Manual can be located at www.potosir3.org under the district, administration board policy links.

ENTRANCE AGE FOR KINDERGARTEN

In accordance with the entrance age policy of this school district, a child cannot be admitted to kindergarten unless the child meets the state entrance age requirement. The current age requirement is the child must be 5 years old on or before July 31. A birth certificate or other evidence of birth date must be brought at the time of registration, or prior to the first day of school. Students who are entering kindergarten are encouraged to preregister in the spring prior to the fall semester in which they are to begin attendance.

KINDERGARTEN SUGGESTIONS FOR PARENTS

When you wish to convey a message to the teacher, please do so in writing. This will do much to insure it's received in original form. It is only natural for five year olds to frequently become confused. It is helpful if children know their address, name, and phone number before the start of school. When your child enters school, your child should be able to tie their own shoes and capable of managing their clothing alone. Please buy shoes large enough for the child to put them on without help. Do not allow your child to bring toys to school unless you receive some form of written permission from the teacher. If at any time, you have questions concerning kindergarten, or your child, do not hesitate to talk to your child's teacher.

POTOSI R-3 SCHOOL DISTRICT ATTENDANCE POLICY

GENERAL POLICY

All students are expected to attend school regularly. Parents are responsible to call the office to report a child's daily absence @438-2223. Being punctual allows students to get the maximum benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. There is a direct relationship between poor attendance, class failure, and the school dropout rate. Students who have good attendance generally achieve higher grades, enjoy school more, and are more desirable employees after leaving school.

The Board recognizes the importance of regular student attendance to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. The Board further recognizes that:

1. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process.
2. The benefits of classroom instruction, once lost, cannot be entirely regained.
3. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to meet the district's student achievement goals.

4. Holding students and their parents/guardians responsible for attendance is part of the district's larger mission to train students to be productive citizens and employees.
5. State law reflects the importance of regular attendance by establishing compulsory school attendance and charging this Board to enforce the law.
6. State law authorizes school boards to make all needful rules for organizations and government in the district.

Therefore, regular and punctual patterns of attendance will be expected of each student enrolled in the Potosi R-3 School District.

ATTENDANCE GOAL

It is Potosi R-3 School District's goal to maintain a 95% attendance rate for the school year. In order to meet this goal, we must all work together—staff, parents, and community.

To succeed, each individual student must do his/her part by attending school on a regular consistent basis. To encourage and recognize acceptable attendance, we have implemented procedures and strategies. PES students who earn 95% attendance (missing no more than one day a month) will be recognized/rewarded monthly. Also, PES students will be held accountable for maintaining 93% attendance in order to go on school-sponsored field trips. **Any absence from school is considered an "absence" regardless if it is excused or unexcused and will count against the student's attendance percentage.** It is important to consider that if your child has a doctor or dentist appointment and can return to school following the appointment, please bring him/her back to school and only the hours absent will be counted against the student. Also, being on time and staying until the end of the day is very important so students are not counted absent for those times. It is still necessary to submit dr./dentist excuses to the school office as these absences will be coded in the computer as excused absences.

Your child's attendance is vital for learning. The goal we have established is recognized by the State of Missouri. We all have to work together to achieve both State and District goals. We appreciate your support and look forward to a successful school year.

It is our hope that all students will have the opportunity to participate in school-sponsored events.

Excused Absences

- Doctor Appointment
- Dental Appointments
- Funeral
- Court appointments

It is very important to bring in excused absences for documentation and turn in to the elementary office. **Excused absences do not remove the hours that the child is absent.**

Unexcused Absences

- Personal illness not requiring doctor’s appointment
- Personal or family situations

STUDENT ARRIVAL TIME

Students should not arrive at Potosi Elementary School until after **7:20 a.m.** each day. There are no teachers on duty to supervise your child prior to that time. Students should plan to arrive prior to 7:50 a.m. each day. Students who are planning to eat breakfast should report to the cafeteria. Students in first through third grades arriving between 7:20 a.m. and 7:50 a.m. should enter the building through the cafeteria and report to the old gymnasium. Students in Kindergarten and Early Childhood Special Education should report to the cafeteria. Students arriving after 7:50 a.m. should go directly to their classrooms.

PARENT CONTACT

After a student misses 5, 7 or 10 days of school, the school will inform the parents of these absences by letter. The letter will state not only the days absent, but remind the parents of the **mandatory ten (10) day parent conference**. This conference will be held with the principal and/or the administrative assistant, and social worker. The primary purpose of the conference is to attempt to determine the cause of the student’s attendance problems and to bring the resources of the school and/or community to bear upon these problems. Typical actions of these conferences might include the following:

1. Recommendations for medical or other kinds of professional assistance to the student or family.
2. Possible changes in the student’s instructional program or remedial or makeup work in the case of extended illness.
3. Referral to Division of Family Services, the Juvenile Office, or Prosecuting Attorney. The Prosecuting Attorney may bring legal action against parents who violate the compulsory attendance law.

DOCTOR/DENTIST APPOINTMENTS

Any time your child has a doctor or dentist appointment, make sure you get a doctor’s excuse and return it to the school.

TARDINESS TO SCHOOL

It is important that all students are in their classes and prepared for the day’s activities by 8:00 a.m. Reporting to class late can disrupt the progress of the teacher’s lesson. To help the school maintain a smooth routine for learning, please see that the student is prompt and prepared for the day. Should a student continue to be late to school, the parent will be contacted.

PROCEDURES FOR CHECKING STUDENTS IN AND OUT OF SCHOOL

Any student who arrives at school after 8:00 a.m., no matter what the reason, **must be signed in at the office by a parent/guardian.**

Any student who must leave school before dismissal time at 3:00 p.m. must be signed out of school through the office. A teacher shall not release a student from his/her classroom unless he/she is given a release from the office or a student is called to the office over the intercom.

A student who leaves school grounds before school dismisses must accompany their legal parent or guardian. Should there be unusual circumstances prohibiting a parent or guardian from leaving with the student, arrangements must be made through the office before the student will be allowed to leave. Parents may be asked to show identification by office staff. Parents are reminded however that the student should be present to obtain the maximum benefit from school.

PERFECT ATTENDANCE AWARDS

A perfect attendance award will be presented to a student who has 100% attendance (not missed any school days or hours) during the school year.

FIELD TRIPS

Students who are being taken on an educational field trip outside the school grounds must have written permission from a parent or guardian. Overnight co-educational trips must be approved by the Superintendent of Schools. Please see form in front of handbook.

93% attendance **MUST** be maintained to attend the field trips. **Any student averaging below a 93% attendance will not attend the field trip. Both excused AND unexcused absences count against a student's attendance percentage.** Special circumstances will be reviewed by a committee. Special circumstances may include hospitalization/surgery of more than one day (with medical documentation), death of a parent/sibling, and/or state mandated court/counseling services. Special circumstances do not include flu, strep, and/or any sickness.

Infants, toddlers, and other school-age children are not allowed to attend field trips.

Any student receiving 10 or more discipline referrals in a school year can lose field trip privileges and/or classroom party privileges.

FOOTBALL HOMECOMING PARADE

Students that participate in the school parade have to be signed out by parent or coach. As of May 2012, parents do not have to sign students back in after parade.

HOMEWORK

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

Homework for grades K-1-2-3 is limited to special assignments between teachers and parents of no more than 30 minutes in duration.

Homework excludes work missed due to absences and will be accepted until the end of the quarter.

Parent should:

1. Set up a regular time and place for homework. If the children are just beginning school and have no homework assignments, set aside at least 10 minutes each day to read and discuss what happened in class.
2. Be sure that your children understand their homework assignments. Go over the directions with them to determine whether they are following them correctly.
3. Make comments about your child's improvement; PRAISE your children for a job well done.
4. Contact the teacher if you don't understand your children's assignments or if there is a particular problem. Send the teacher notes about homework difficulties or about progress you see your children making on their studies.

MAKE-UP WORK

After the **second day** of a student's absence, a parent may request that the classroom teacher send the previous day's assignments home. Students who are absent less than two days will not have homework assignments sent home.

All students will have the opportunity to make up work missed due to school absences. For each day missed the student will be given that same number of days to make up assignments missed while absent.

PLAYDAY END OF YEAR

As of May 2016 all parents attending Playday must be on the volunteer list. Parents attending Playday will be assigned to help and assist with student stations for Playday activities.

RETESTING AND TUTORING POLICY

RETESTING:

If a student scores below an 80% on an assessment in a core subject area, he/she will be required to attend tutoring for reteaching the instruction of non-mastered objectives, then retest. After retaking the test, the highest score will be recorded as the grade, however the highest grade the student can earn will be an 80%.

TUTORING:

Any student working below average grade level expectations will be encouraged to attend tutoring until improvement is determined.

TROJAN AFTER-SCHOOL PROGRAM

The Trojan After-School Program will be offered after school on Tuesday and Thursday offering academic tutoring, intervention, and enrichment for students. In addition to tutoring, a super snack will be served and bus transportation will be offered to several drop-off locations.

SCHOOL CLOSINGS DUE TO WEATHER/PARENT NOTICE SYSTEM

Whenever there appears to be doubt as to whether school will be in session due to severe weather conditions, announcements will be made on the following radio and TV stations: KTJJ – 98.5 FM, KREI – 800 AM, KSDK - Channel 5, KMOV-Channel 4, KTVI-Channel 2.

PARENTAL NOTIFICATION SYSTEM:

To sign up to receive a text message, an email or a voice phone call about early release and/or emergencies at the Potosi R-3 school district, go to alert@potosir3.org.

Announcements will be made at approximately 6:15 a.m. if at all possible. **Please avoid calling the radio stations or the school offices for closing information.** If school must be closed during the school day the stations listed above will also be notified. Should school be dismissed early for threatening weather students can be released to parents or designated persons such as a babysitter, as indicated by information on file with the school, or they will use normal school transportation home.

POTOSI R-3 SCHOOL DISTRICT
DISCIPLINE POLICY

FILE: JG-R1
Critical

(Grades K-6)

The Potosi R-III Schools are designed and intended to be a place where orderly learning is possible and encouraged. Effective schools are those that work hard to provide an orderly atmosphere conducive to learning. To establish and maintain the proper atmosphere for learning and to ensure the safety and well being of the students, certain rules and standards of conduct are important and necessary. Students would be informed as to what is acceptable and unacceptable behavior, and know that unacceptable behavior results in consequences that will be administered in a firm and fair manner. Guidelines setting forth standards of expected behavior and consequences for misbehavior are established to assure an orderly atmosphere conducive to learning. 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. 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.

CORPORAL PUNISHMENT

Corporal punishment, as a measure of correction or of maintaining discipline and order in schools, is permitted. However, it shall be used only when all other alternative means of discipline have failed, and then only in reasonable form and upon the recommendation of the principal. If found necessary, it should be administered preferably by the principal in the presence of a teacher. It should never be inflicted in the presence of other pupils, nor without a witness.

The teacher or principal shall submit a report to the superintendent, explaining the reason for the use of corporal punishment as well as the details of the administration of the same. (Policy JGA-1)

Reporting to Law Enforcement

It is the policy of the Potosi R-III School District to report all crimes occurring on district property to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF. The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (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 (1) 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: No credit for the work, grade reduction, or replacement assignment.

Subsequent Offense: No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

Arson – Starting or attempting to start a fire or causing or attempting to cause an explosion.

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

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

Assault

1. Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree.

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

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

2. Knowingly causing or attempting to cause serious bodily injury or death to another person, recklessly causing serious bodily injury to another person, or any other act that constitutes assault in the first or second degree.

First Offense: 10-180 days out-of-school suspension or expulsion

Subsequent Offense: Expulsion

Bullying and Cyberbullying (see Board policy JFCF)

General

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

Definitions

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

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

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

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

Trauma-Informed Schools Initiative

Parents and guardians seeking information regarding the Trauma-Informed Schools Initiative can visit the website located at <http://dese.mo.gov/college-career-readiness/school-counseling/bullying-suicide-prevention-and-trauma-informed> .

Bus or Transportation Misconduct (see Board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

First Offense: Nullification of forged document. Principal/Student conference, detention, or in-school suspension.

Subsequent Offense: Nullification of forged document. Detention, in-school suspension, 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 and 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, corporal punishment, detention, in-school suspension, or 1-10 days out-of-school suspension.

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

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: In-school suspension or 1-180 days out-of-school suspension.

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

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

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

Electronic Communication Devices, Possession – Cell phones and electronic pagers are not to be used and turned off during instructional time. Cell phones and other electronic devices are not to be used to transmit information. Electronic toys, CD players, walkie-talkies and radios are not to be brought to school. The school will not be responsible for the loss or theft of these items if they are brought to school. The following discipline/consequences will be followed if a student does not follow the telephone and electronic device rules established by the school.

First Offense: Principal/Student conference, phone/electronic device will be held in the office for parents to pick up.

Second Offense: Principal/Student conference, phone/electronic device will be held in the office for parents to pick up, 1 day in-school suspension.

Third and Subsequent Offense: Principal/Student/Parent conference, phone/electronic device will be held in the office for parents to pick up, 1 day out-of-school suspension.

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

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

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

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

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

Subsequent Offense: Restitution. Detention or in-school suspension.

Failure to Meet Conditions of Suspension, 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, 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, 1-180 days out-of-school suspension, or expulsion.

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

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action. Administrators will use discretion when assessing penalties. The aggressor may be punished more severely.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension, corporal punishment and juvenile authorities contacted.

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

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

First Offense: Principal/Student conference, loss of privileges, detention, or in-school suspension.

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

Harassment, including Sexual Harassment (see Board policy AC)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

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

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

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.

Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

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

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

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

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

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

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

First Offense: Confiscation. Warning, principal/student conference, detention, or in-school suspension.

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

Leaving School Without Permission

First Offense: Parent conference and discipline according to parent and school decision. Notify juvenile authorities.

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

First Offense: Confiscation. Warning, principal/student conference, detention, or in-school suspension.

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

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

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

Subsequent Offense: Detention, in-school suspension, or 1-10 days out-of-school suspension.

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

First Offense: Confiscation. Principal/Student conference, detention, or in-school suspension.

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

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

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

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

Technology Misconduct (See Board 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, or in-school suspension.

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

2. Violations other than those listed in(1) above, of Board policy EHB,KKB procedure EHB-AP or any policy or procedure regulating student use of personal electronic devices, including student possession of electronic pictures or text, the district will consider it the same as a hard-copy possession.

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

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

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

First Offense: Confiscation. Principal/Student conference, detention, or in-school suspension.

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

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

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

Subsequent Offense: Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

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

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

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

Tobacco

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

First Offense: Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension.

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

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 possessed in accordance with district policy JHCD.

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

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

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

First Offense: Principal/Student conference, detention, or 1-3 days in school suspension.

Subsequent Offense: Detention or 3-10 days in-school suspension, 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.

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

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

Weapons (see Board policy JFCJ) – Students are forbidden to bring into school or onto school property any time.

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

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

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

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

First Offense: One (1) 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, 1-180 days out-of-school suspension, or expulsion.

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

Approved: 07/20/1999

Revised: 02/15/2005; 07/19/2005; 05/20/2008; 04/21/2009; 02/15/2011, 4/16/2013

Statement of Prior Suspension, Expulsion or Criminal Offense

The Board of Education requires the parent, guardian or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restriction" section of this policy. This registration document shall be maintained as part of the student's scholastic record.

NOTICE REGARDING SEARCHES - JFG

a) Students have no expectation of privacy in lockers, desks, computers, or other district-provided equipment or areas.

b) The district will conduct periodic and unannounced administrative searches of lockers, computers and other district equipment.

c) The district uses dogs to indicate the presence of alcohol, drugs, or other prohibited substances on campus, including the parking lot.

- d) Additional searches of bags, purses, coats, electronic devices, and other personal possession and cars in accordance with law.
- e) The district may require a student to submit to a drug or alcohol test if there is a reasonable suspicion that the student has consumed prohibited substances.
- f) The details of extracurricular drug testing, if applicable. (4th Amendment of the U.S. Constitution, Policy JFG)

AUDIO AND VISUAL RECORDING

Because the district predominantly serves minors, is subject to a number of confidentiality laws, respects parent/guardian and community concerns about privacy, and seeks to minimize disruption to the education environment, the district prohibits audio and visual recordings on district property, district transportation or at a district activity unless authorized in this policy.

Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education environment. No recording equipment will be used or placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms.

Definitions: Audio-Recording – Registering sounds on tape, digitally or by other mechanical or electronic means.

 Visual Recording – Registering visual images on film, tape digitally or by other mechanical or electronic means.

Recording by Students: The Potosi R-3 School District prohibits the use of visual or audio recording equipment on district property or at district activities by students except.

- 1. If required by a district-sponsored class or activity.
- 2. At performances or activities to which the general public is invited such as athletic competitions, concerts, and plays.
- 3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
- 4. As otherwise permitted by the building principal.

DRESS CODE

The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests.

All dress code procedures will adhere to health and safety codes and comply with applicable law. Dress that materially disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable.

1. Students should be neat in dress with attention given to personal grooming and with the philosophy of building personal pride and a desirable image of our school.
2. Skirts, dresses, and shorts should be worn at a length that reflects good taste and common decency and should be no shorter than mid-thigh. Tank tops, bare midriff (front or back) and see-through clothing are examples of clothing which are not acceptable.
3. Clothing apparel and accessories should not have any reference to drugs, alcohol, or writing of a suggestive nature.
4. Student's hair must be clean and well-groomed.
5. Hats are not to be worn at anytime in the building unless a special "hat" day has been announced.
6. Final decisions on what constitutes acceptable dress and grooming will be left to the administration.

Adopted: 06/17/2003 Revised: 02/15/2005

TECHNOLOGY USAGE

The Potosi R-III School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Recordings by or on behalf of district personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources – Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware and

software. Technology resources may include technologies, devices and services provided to the district by a third party.

User – Any person who is permitted by the district to utilize any portion of the district’s technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID) – Any identifier that would allow a user access to the district’s technology resources or to any program including, but not limited to, e-mail and Internet access.

Password – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district’s technology resources may be used by authorized students, employees, School Board members and other persons approved by the superintendent or designee, such as consultants, legal counsel and independent contractors. All users must agree to follow the district’s policies and procedures and sign or electronically consent to the district’s User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

Use of the district’s technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

Electronic Communication

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

User Privacy

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, but not limited to, voice mail, telecommunications, 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. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system or enter any system at any time.

Content Filtering and Monitoring

The district will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

Online Safety, Security and Confidentiality (IGAEB)

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate

materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, identifying sexual predators, the dangers of online sexual predators, and the importance of open communication with responsible adults regarding any inappropriate situation, activity or abuse.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; 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 technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the *Public School District Records Retention Manual* as well as the *General Records Retention Manual* published by the Missouri Secretary of State.

In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

Adopted: 07/20/1999 Revised: 03/18/2003; 05/20/2008; 06/26/2012

TECHNOLOGY USAGE
(Technology Safety)

FILE: EHB-AP
Critical

Student Users

All student users and their parents/guardians must sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless otherwise excused by this policy or the superintendent or designee. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign or consent to the User Agreement without additional signatures. Students who do not have a User Agreement on file with the district may be granted permission to use the district's technology resources by the superintendent or designee.

Employee Users

No employee will be given access to the district's technology resources unless the employee agrees to follow the district's User Agreement prior to accessing or using the district's technology resources. Authorized employees may use the district's technology resources for reasonable, incidental personal purposes as long as the use does not violate any provision of district policies or procedures, hinder the use of the district's technology resources for the benefit of its students or waste district resources. Any use that jeopardizes the safety, security or usefulness of the district's technology resources or interferes with the effective and professional performance of the employee's job is considered unreasonable. Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print or disseminate information using district technology resources that students or other users could not access, view, display, store, print or disseminate.

External Users

Consultants, legal counsel, independent contractors and other persons having business with the district may be granted user privileges at the discretion of the superintendent or designee after consenting to the district's User Agreement and for the sole, limited purpose of conducting business with the school. External users must abide by all laws, district policies and procedures.

General Rules and Responsibilities

The following rules and responsibilities will apply to all users of the district's technology resources:

1. Applying for a user ID under false pretenses or using another person's ID or password is prohibited.
2. Sharing user IDs or passwords with others is prohibited, and users will be responsible for any actions taken by those using the ID or password. A user will

not be responsible for theft of passwords and IDs, but may be responsible if the theft was the result of user negligence.

3. Deleting, examining, copying or modifying files or data belonging to other users without their prior consent is prohibited.

4. Mass consumption of technology resources that inhibits use by others is prohibited.

5. Use of district technology for soliciting, advertising, fundraising, commercial purposes or financial gain is prohibited, unless authorized by the district. Use of district technology resources to advocate, support or oppose any ballot measure or candidate for public office is prohibited.

6. Accessing fee services without permission from an administrator is prohibited. A user who accesses such services without permission is solely responsible for all charges incurred.

7. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law.

8. The district prohibits the use of district technology resources to access, view or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, or pervasively indecent or vulgar.

9. Accessing, viewing or disseminating information on any product or service not permitted to minors is prohibited unless under the direction and supervision of district staff for curriculum-related purposes.

10. The district prohibits the use of district technology resources to access, view or disseminate information that constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin); presents a clear and present likelihood that, because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; or will cause the commission of unlawful acts or the violation of lawful district policies and procedures.

11. The district prohibits any use that violates any person's rights under applicable laws, and specifically prohibits any use that has the purpose or effect of discriminating against or harassing any person on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, pregnancy or use of leave protected by the Family and Medical Leave Act (FMLA).

12. The district prohibits any unauthorized intentional or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.

13. Users may only install and use properly licensed software and audio or video media purchased by the district or approved for use by the district. All users will adhere to the limitations of the district's technology licenses. Copying for home use is prohibited unless permitted by the district's license and approved by the district.

14. At no time will district technology or software be removed from district premises, unless authorized by the district.

15. All users will use the district's property as it was intended. Technology resources will not be moved or relocated without permission from a building administrator. All users will be held accountable for any damage they cause to district technology resources.

Technology Security and Unauthorized Access

1. All users shall immediately report any security problems or misuse of the district's technology resources to a teacher or administrator.

2. Use of district technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.

3. Use of district technology to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.

4. The unauthorized copying of system files is prohibited.

5. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any district technology are prohibited.

6. Users will be granted access privileges to district technology resources as determined appropriate by the superintendent or designee. Any attempt to secure a higher level of privilege without authorization is prohibited.

7. The introduction of computer viruses, hacking tools or other disruptive or destructive programs into a district computer, network or any external networks is prohibited.

Online Safety and Confidentiality

Curricular or noncurricular publications distributed using district technology will comply with the law and Board policies on confidentiality.

All district employees will abide by state and federal law, Board policies and district rules when using district technology resources to communicate information about personally identifiable students. Employees will take precautions to prevent negligent disclosure of student information or student records.

All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet and are prohibited from sharing such information unless authorized by the district. Student users shall not agree to meet with someone they have met online without parental approval and must promptly disclose to a teacher or another district employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

Electronic Mail and Messaging

A user is responsible for all e-mail and other electronic messages originating from the user's e-mail or other electronic messaging accounts.

1. Forgery or attempted forgery of electronic messages is illegal and prohibited.

2. Unauthorized attempts to read, delete, copy or modify electronic messages of other users are prohibited.
3. Users are prohibited from sending unsolicited mass e-mail or other electronic messages. The district considers more than ten addresses per message, per day a violation, unless the communication is a necessary, employment-related function or an authorized publication.
4. When communicating electronically, all users must comply with district policies, regulations and procedures and adhere to the same standards expected in the classroom.
5. Users must obtain permission from the superintendent or designee before sending any district-wide electronic messages.

Communication Devices

Employees and others to whom the district provides mobile phones or other electronic communication devices must use them professionally and in accordance with district policies, regulations and procedures. These devices shall not be used in a manner that would distract the employee or other user from adequate supervision of students or other job duties.

Exceptions

Exceptions to district rules will be made for district employees or agents conducting an investigation of a use that potentially violates the law, district policies or procedures. Exceptions will also be made for technology administrators who need access to district technology resources to maintain the district's resources or examine and delete data stored on district computers as allowed by the District's retention policy.

Waiver

Any user who believes he or she has a legitimate educational purpose for using the district's technology in a manner that may violate any of the district's policies, regulations or procedures may request a waiver from the building principal, superintendent or their designees. In making the decision to grant a waiver to a student, the administrator shall consider the purpose, age, maturity and level of supervision involved.

Implemented: 07/17/2001 Revised: 03/18/2003; 05/20/2008; 06/26/2012

BUILDING CODE OF CONDUCT

The following matrix represents the Building Code of Conduct for PES students. This matrix was developed from the input of teachers, parents, and administrators.

Be a AAA Student

Location	Be Safe	Be Respectful	Be Responsible	Be Kind
Classroom	Keep hands, feet, and objects to yourself. Sit properly in your seat. Use school supplies properly.	Raise your hand to speak. Listen when others are speaking. Talk quietly and politely.	Listen and follow directions. Complete your daily work. Be honest about your actions. Clean up after yourself.	Use kind words and actions. Be helpful to others.
Assembly	Keep hands, feet, and objects to yourself. Stay seated in your place.	Listen when others are speaking.	Listen and follow directions.	Use kind words and actions. Give our guests your attention.
Hallway	Keep hands, feet, and objects to yourself. Use walking feet. Stay in line.	Walk quietly. Wait your turn when standing in line. Don't touch displays on the walls or in the hall.	Listen and follow directions.	Use kind words and actions.
Playground	Keep hands, feet, and objects to yourself. Use playground equipment properly.	Show good sportsmanship. Include others when playing.	Actively participate. Listen and follow directions.	Use kind words and actions. Share and take turns. Be a team player.
Restroom	Keep hands, feet, and	Wait your turn when standing in line.	Flush the toilet when finished.	Use kind words and actions.

	objects to yourself. Wash your hands with soap before leaving the restroom.	Give others privacy. Talk quietly and politely.	Throw your paper towels in the trash can. Clean up after yourself.	Be patient with others.
Cafeteria	Keep hands, feet, and objects to yourself. Use walking feet. Only eat your own food.	Wait your turn when standing in line. Talk quietly and politely.	Clean up your table area before leaving. Raise your hand for help. Use table manners.	Use kind words and actions. Be patient with others. Say "please", "thank you", and "excuse me".
Bus	Keep hands, feet, and objects to yourself. Sit properly in your seat.	Treat others with respect. Keep the bus clean.	Listen to the driver and follow directions. Use good self-control.	Use kind words and actions. Be patient with others.

BUILDING RULES

1. Students should not bring toy guns, knives, throwing stars, collecting cards, pogo balls, radios, or any valuable items that you do not want stolen or broken.
2. Wrestling, "pretend" fighting, or kung fu is not allowed in the building or on the playground.
3. No pulling on or snatching of clothing in the building or on the playground.
4. Students should not run in any room, hall or bus line.
5. Students should walk all the way down the hall to the restrooms or other classes in a straight orderly line. Students should form lines near the center of the hallway away from the area of opening doors.
6. Students should put on and take off their coats and other wraps in their classroom rather than in the hall or outdoors.
7. Students should stay in their classroom if kept in due to illness, uncompleted work, etc. (must be supervised.) Teachers are to pick students up from the cafeteria near the cafeteria doors.
8. Students that are being kept in at noon time must be supervised by a teacher.

9. No kicking, tripping, pushing, hitting, or spitting while in school or on the playground.
10. Students should not beat on the hand railings in the kindergarten/first grade hallways ramp area.
11. Students should not chew gum anytime during the school day.
12. Students are to follow the "No Touch" rule.
13. Soda should not be brought to school. No glass containers.

POTOSI ELEMENTARY PLAYGROUND RULES

The following rules and guidelines should be used by students while on the playground areas:

1. Students should not eat candy or any other food item on the playground.
2. Students should not throw any objects on the playground other than playground balls or Nerf balls.
3. Students are to walk to and from the playground and remain in line. Do not line up early unless requested to do so by the duty teacher.
4. Students should use caution when running on the playground. Be aware of other students and avoid running into other students.
5. Students should not run near or around the playground equipment.
6. Students are not allowed to play in the weeds, bushes near the fence, or the ditches.
7. There are to be only five (5) students at a time on the top of the towers.
8. All children are to be away from the parked cars when playing on the asphalted areas.
9. Students are not to perform any gymnastics on the playground (This includes handstands & flips).
10. Students are not to jump off of the swings, swing standing up, twist swings, or stand directly in front of or directly behind the swings.
11. Students are not to stand or squat when going down the slide. Students are to go down the slide in single file.
12. Students are not to stand up on the jungle gym. If they hang by their legs, they are to hang only as high as the third bar in height.

TRANSPORTATION ISSUES

POTOSI SCHOOL TRANSPORTATION DEPARTMENT BUS POLICIES

STUDENT CONDUCT ON SCHOOL TRANSPORTATION

FILE: JFCC Critical

Students, parents/guardians, bus drivers and school officials must work together to provide for the safe transportation of students. The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering and riding district transportation. The superintendent or designee will create and enforce administrative procedures detailing the conduct expected of students and will make that information available to students and parents.

Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. Students with disabilities will be disciplined in accordance with their Individualized Education Program (IEP) or applicable law. The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the principal as soon as possible.

Adopted: 11/20/2001

BUS POLICIES

Parents and Guardians: Please discuss these bus passenger rules and procedures with your child. Your child should appreciate the important part he/she plays in accomplishing SAFE and EFFICIENT district transportation. Your child should understand that riding a school bus is a privilege conditioned on appropriate, safe, respectful behavior. Unruly conduct on the bus is a very real risk to the safe operation of a school bus. Your cooperation in communicating this very important message would be most appreciated.

Enroute to Bus Stop:

Parents/guardians are encouraged to review their child’s walking route to the bus stop, advising about safety concerns.

Be Prompt:

Bus passengers should arrive at the bus stop no sooner or later than five minutes before the bus is scheduled to arrive. For safety, once bus doors are closed, drivers will not stop for late arriving students.

At the Bus Stop:

While waiting at the bus stop, students are expected to stand a safe distance from the street and avoid activities that could injure themselves or others. Students are expected to respect others’ property. When the bus approaches, students must observe the instructions of the driver. This is particularly important in the winter when slick road conditions exist.

Driver Authority:

The driver has full authority over the passengers on the bus. Seating assignments may be necessary to assure passenger safety. If a student demonstrates inappropriate behavior, the parent will be contacted to assist the student to modify the behavior of concern.

Boarding/Departing Bus:

It may be necessary to cross the road to board the bus. Students are expected to observe the driver’s instructions and always cross in front of the bus with the aid of the flashing stop sign lights and crossing arm.

Passenger Conduct:

Safe, respectful conduct is expected of all passengers to insure safety:
Obey the driver’s instructions when first requested,
Remain seated.

Respect others and their property.
Keep your hands to yourself.
Keep noise level down.

Serious or persistent violations offensive to or endangering the safety of others will result in progressive discipline. The age and experience of the student will help determine how many progressive steps are appropriate. Certain activities may result in immediate suspension from bus riding privileges. These include but are not limited to:

- fighting on the bus
- throwing objects in or out of the bus
- possession of dangerous weapons or articles
- destroying or defacing district or private property
- use of sparking devices
- smoking, or use/possession of drugs, alcohol or any form of tobacco
- obscene gestures or profanity directed at the bus driver or others
- any part of the body extended outside of the bus
- assault on a bus driver will result in indefinite suspension and possible criminal charges
- pointing a laser pointer at a bus driver will result in suspension from the bus and possible criminal charges

Accidents/Breakdowns:

Bus drivers are thoroughly trained in defensive driving techniques and buses are carefully maintained. Yet, given the thousands of miles traveled annually, and the traffic conditions in our area, accidents and breakdowns can happen. All the buses have two-way radios and help can be just minutes away. One of the most important things to a bus driver in the event of an accident or breakdown is passenger cooperation.

Snow Days:

Snow information is distributed at the school. Local radio and TV stations will provide up-to-date information each morning when the roads are slick and snowy. Ask driver in advance if your route could be affected and how.

Items Not Allowed on the Bus:

For reasons of safety and health and in order to comply with state law and district policies, the following items are not allowed on a school bus:

- Glass objects; bottles, jars, etc.
- Open containers of food, drink, gum
- Inflated balloons
- Live animals, bugs, worms
- Plants, dirt, other growing projects
- Oversized objects and instruments; those that cannot fit safely in the seat with the student
- Weapons; guns, knives, razor blades, etc. (real or toy)
- Sports equipment which could endanger others; like javelins, pole vaults or shot puts

Skate boards and baseball bats

Any item which cannot be transported easily or which creates a safety concern

Distractive electronic devices or trading cards

Please arrange for alternative transportation if any of the above need to go to or from school.

Student Discipline:

The district has adopted a progressive discipline policy, which emphasizes logical consequences for inappropriate behavior. The written tool for this is the "Bus Discipline Referral". If warranted, your child will be issued a written notice for you to review and sign. You may be asked to accompany your student for a conference with the driver, Principal and the Transportation Director. Camera boxes are mounted in district buses. Cameras are randomly and/or selectively rotated through the buses. Student behavior may be monitored or observed from the video system. Parents are encouraged to contact the Transportation Director any time they have concerns. If appropriate, a conference with other parties including the student and the driver may be arranged.

The district reserves the right to suspend transportation privileges for any student who demonstrates behavior unreasonably distracting to the driver which may contribute to unsafe operation.

BUS PROCEDURES/BUS NOTE POLICY

Students are expected to ride their regular bus every day. If at any time a situation arises which requires the student to ride a different bus, the school must be notified **in writing** of the situation.

BUS NOTE POLICY

The following bus note policy ensures student safety and brings peace of mind to the school employees and parents. Please follow the policy should a bus note be needed.

1. Requests for bus notes must be in writing by the custodial parent or legal guardian.
2. Phone calls from the custodial parent or legal guardian will not be accepted except under limited emergency conditions.
3. Bus note requests must clearly state the following:
 - a. Name of student
 - b. Name of student's teacher
 - c. Name of the person, address, and phone number of where the child is going
4. Students will be transported to their primary residence unless a bus note, as described above, has been issued.
5. Deviation from the normal bus route will be limited.
- 6. Bus notes must be submitted by 2:30 p.m.**

If at any time a parent has a concern about a bus issue, he/she may call Mr. Blair, Transportation Director, at 438-5881.

RULES AND SAFETY REGULATIONS FOR STUDENTS RIDING SCHOOL BUSES

The following rules and regulations should be observed by the students while riding and waiting for the school bus:

1. The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly and cheerfully. Students talking back to the driver or being disobedient to the driver will be disciplined.
2. Pupils should obey and respect the orders of monitors or bus patrol members if they are on duty.
3. Pupils must be on time; the bus will not wait beyond its regular schedule for those who are tardy.
4. Pupils should never stand in the roadway while waiting for the bus. Pupils should watch for cars while crossing the road to get to the bus.
5. Unnecessary conversation with the driver is prohibited.
6. Classroom conduct is to be observed by pupils while riding in the bus; except for ordinary conversation.
7. Tobacco products are not permitted on the bus.
8. Pupils must not throw waste paper or rubbish on the floor of the bus. Students should not throw paper wads, gum, or any other object at anyone on the bus.
9. Pupils must not at anytime extend arms or head out of the bus window.
10. Pupils must not attempt to get on or off of the bus; or move about within the bus while it is in motion.
11. Pupils must observe directions of the driver and the patrol when leaving the bus.
12. Any damage to the bus should be reported at once to the driver.
13. The driver or the teacher supervisor may seat any pupil wherever needed to maintain safety. No seats on a bus may be held or reserved.
14. In boarding the buses at school, pupils will get in line on the sidewalks or at other loading zones. Pushing or shoving are not allowed. Once on the bus, no student is allowed off.
15. Pupils who continually cause problems on the bus may be suspended from riding the bus. The principals may suspend pupils from the bus if all other forms of discipline have failed.

VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education authorizes the use of video cameras on any or all school buses to promote transportation safety, to prevent vandalism, to monitor bus drivers, to identify disruptive students and to document the activities of riders during their transport to and from school and school activities. Video cameras will generally be placed in the interior front of school buses, facing the rear.

All school buses with video systems will display a warning sign within the bus indicating that video and audio surveillance can occur on that bus to encourage transportation safety and proper student behavior. Students found to be in

violation of the District's bus conduct rules will be subject to discipline in accordance with District policy and applicable law.

The supervision and control of all video equipment will be the responsibility of the Director of Transportation. The videotapes will not be used for general showings to individuals or to groups, nor will they be given to the media.

**FROM THE SCHOOL NURSE
INOCULATIONS OF STUDENTS**

FILE: JHCB / 11-16-04 Critical

It is the policy of the Potosi R-III School District that all students attending the district schools shall be immunized in accordance with the law.

The district will not allow a student to attend school until the district has satisfactory evidence on file that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with the law. Parents and guardians may request if there are children currently enrolled in preschool that are exempt from immunizations.

A student is exempted from obtaining immunizations if the district has on file the completed forms necessary to prove that the student will not be immunized for religious or medical reasons. An exemption for medical reasons requires certification by a licensed doctor of medicine or doctor of osteopathy that either the immunization would seriously endanger the child's health or life or that the child has documentation of laboratory evidence of immunity to the disease. An exemption for religious reasons requires written certification from one (1) parent or guardian that immunization of the student violates his or her religious beliefs.

Homeless students who cannot provide proof of immunization will be immediately enrolled, and the district's homeless coordinator will work with the students to obtain the necessary immunizations as soon as possible.

The district will exclude from school all students who are not immunized or exempted as required by law. When immunization is in progress, failure to meet the next scheduled appointment constitutes noncompliance with the immunization law, and the student should be excluded from school immediately.

The district must report to the Department of Health and Senior Services the names of any parent or guardian who neglects or refuses to permit a non-exempted student to be immunized. The district will also report to the Children's Division (CD) of the Department of Social Services any instance of educational or medical neglect.

The superintendent or designee shall institute procedures for the maintenance of health records, which are to show the immunization status of every child enrolled or attending in the district, and for the completion of all necessary reports in

accordance with the guidelines prepared by the Department of Health and Senior Services.

DISTRICT-SPONSORED PRESCHOOL, DAYCARE CENTERS AND NURSERY SCHOOLS

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized, that immunizations are in progress or that the student has an immunization exemption as permitted by law.

Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will only verify whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

SCREENINGS

Screenings are performed (vision and hearing) on all new students to the school district. Transfer students will be screened for vision and hearing within 2 days of enrolling in R-3 unless they come with documentation of screenings in the past 12 months. Building principals/counselors need to notify the building nurse at least 24 hours after a new student enrolls. New students are the highest priority group of the students who are screened every year. This gives a baseline so we can be alert to future academic problems.

A teacher, parent or the student may request a vision or hearing test. School nurses will complete these within 2 days of receiving the request. Teachers need to use the hearing and vision forms. A referral letter will be completed on students who need evaluation by an eye or hearing professional.

We will be screening the following students on an annual basis: Kindergarten (screened during spring and fall enrollments), second grade, fifth grade, seventh grade and ninth grade. If a student is failing in first or third grade at the end of the first quarter, please refer to the nurse for vision/hearing screening.

Vision and hearing screenings need to be completed by the end of the first quarter. Referral letters for further evaluation will be mailed to the student's

parents/guardian. If there is no response to the referral letter, a phone call will be made to the parents/guardian to determine action on the referral letter. Nurses will coordinate times for screenings with building principals and classroom teachers. This revised vision and hearing-screening schedule will give priority to the students who will most benefit from screening. Our goal is to enhance academic success for the entire student population.

Nurses will also perform height and weight measurements during hearing/vision screenings. Blood pressure screening will be performed for juniors. Parents/guardians will be notified of abnormal blood pressure readings.

Vision and hearing screening, heights, and weights are done once a year. Fluoride mouth rinse program is once a week in grades 1-3.

STUDENT HEALTH SERVICES AND REQUIREMENTS

(Head Lice)

FILE: JHCC-AP2 Critical

In keeping with the Potosi R-III School District's policy of avoiding the unnecessary exclusion of students from school, the district will not exclude otherwise healthy students from school due to nit infestations. Students with head lice infestations will be excluded from school only to the minimum extent necessary for treatment. To avoid the unnecessary exclusion of students from school, the administration provides the following procedure:

1. Schools will not perform routine schoolwide head lice screening. However, should multiple cases be reported, the nurse will identify the population of students most likely to have been exposed and arrange to have that population of students examined.
2. If the school nurse or teacher discovers head lice or nits on a student, the parent/guardian of that student will be notified, and other students who reside with the infected student will also be checked.
3. The school nurse will instruct the parent/guardian concerning various shampoos, sprays and other appropriate treatments that can be purchased to eliminate head lice or nits and will also give information concerning necessary procedures to be taken in the home to ensure that the head lice are eliminated.
4. If the student was infected with live head lice, the student should not return to school for 24 hours after the discovery of the head lice to allow for treatment.
5. When a student who had a live head lice infestation returns to school, the student will be examined by the school nurse. If live head lice are found at that time, the parent/guardian will again be called and reinstructed concerning treatment. The student will be excluded from school for 24 hours to allow for additional treatment. This process will continue until the student is free of head lice.
6. A student who was identified as having nits but not a live head lice infestation will be re-examined within five (5) calendar days of the initial identification. If this examination reveals nits are still present, the parent

will again be instructed on treatment options. This process will repeat until the student is free of nits.

7. The school nurse will keep accurate and confidential records of students infected with head lice or nits.

The address of the Department of Elementary and Secondary Education website on the Trauma-Informed Schools Initiative to parents/guardians. (§161.1050, RSMo.) Website located at: <https://dese.mo.gov/college-career-readiness/school-counseling/bullying-suicide-prevention-and-trauma-informed>

STUDENT ILLNESS AT SCHOOL

If a child has a low-grade fever or is vomiting, the nurse will contact parents to pick up the child from school. If a parent cannot be reached, then the emergency contact list for that child will be utilized for pick up of the child. A child may return to school when fever free without the use of medications for at least 24 hours or has not vomited in the past 24 hours.

MEDICATION POLICY

ADMINISTRATION OF MEDICATIONS TO STUDENTS

FILE: JHCD Critical

Definitions

Medications - For the purpose of this policy, medications include prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing.

Authorized Prescriber - Includes a health care provider licensed or otherwise authorized by state law to prescribe medication.

General

The Potosi R-III School District is not legally obligated to administer medication to students unless specifically included in a Section 504 Accommodation Plan or an Individualized Education Program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illness to enable them to remain in school and participate in the district's educational services. Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an IEP, Section 504 Plan or individualized health plan (IHP). The district will review all information submitted by the parents/guardians and work with them to create a plan to meet the student's medical needs while at school or school activities. The district prohibits students from possessing or self-administering medications while on the district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. Therefore, the superintendent, in collaboration with the district nursing staff, will establish administrative procedures for storing and administering medications in compliance with this policy and pursuant to state and federal law. Medications

will only be administered at school when it is not possible or not effective for the student to receive the medication at home.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may delegate the administration of medication to a licensed practical nurse or unlicensed personnel who are trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for training unlicensed personnel in the administration of medications and for supervising the administration of medication by others. The nurse or designee must maintain thorough documentation of all medications administered to students.

Nurses must use reasonable and prudent judgment to determine whether to administer particular medications, treatments or procedures to students while also working in collaboration with parents/guardians and school administration. In carrying out their legal duty to protect the health, welfare and safety of students, nurses will, when necessary, clarify authorized prescriber orders and respond in accordance with such clarifications.

The district shall not knowingly administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text. The district will not administer the first dose of any medication. Parents/Guardians are encouraged to administer prescription medications themselves when possible.

Over-the-Counter Medications (JHCD)

The district may administer over-the-counter medication to a student upon receipt of a written request and permission to do so by a parent/guardian. All over-the-counter medications must be delivered to the school principal or designee by an adult in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label. The strength of the over-the-counter medication will be appropriate to the age and size of the student.

Prescription Medications

The parent/guardian must provide the district with written permission to administer the medication before the district will administer the prescription medication to the student. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

Possession and Self-Administration of Medications

The district will permit a student to possess and self-administer medications as required by law and as allowed in this section. Permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medicine appropriately or that the student's actions may be harming his or her own health or the health and safety of other

persons. Such permission is required for students to possess and self-administer medications while at school, at a district-sponsored activity and on district-sponsored transportation. Such permission shall be effective only for the same school and school year for which it is granted.

Students with Diabetes

Upon written request of the parent/guardian and upon authorization by a student's diabetes medical management plan, the district will permit a student with diabetes to perform blood glucose checks, administer insulin through the student's insulin delivery systems, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes. The district will permit the student to possess on his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions. The student should have access to a private area for performing diabetes care tasks should the parent/guardian or student request such access.

Students with IEPs or Section 504 Plans

Students may possess and self-administer medications in accordance with the student's IEP or Section 504 plan.

Students with Chronic Health Conditions

Students may possess and self-administer medications for the treatment of asthma, anaphylaxis and other chronic health conditions in accordance with this policy and law. The district will not permit students to possess and self-administer medications unless:

1. The medication was prescribed or ordered by the student's physician.
2. The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication and has demonstrated to the physician or the physician's designee the skill level necessary to use the medication.
3. The student has demonstrated proper self-administration technique to the school nurse.
4. The student's parent/guardian has signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administering of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

Emergency Medication JHCD

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes that can be administered by the school nurse when the nurse believes, based on his or her training, that a student is having a life threatening anaphylactic reaction. Epinephrine will only be administered in accordance with written protocols provided by an authorized prescriber. The school principal will maintain a list of students who cannot, according to their

parents/guardians, receive epinephrine. A current copy of the list will be kept with the devices at all times.

Consequences

Students who possess or consume medications in violation of this policy while on district grounds, on district transportation or during a district activity may be disciplined up to and including suspension or expulsion. Employees who violate this policy may be disciplined up to and including termination. District administrators will notify law enforcement when they believe a crime has occurred.

ALLERGIES

Potosi R-3 School District will attempt to identify students with life-threatening allergies, including food allergies. An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions can range from mild to severe and can even be life threatening. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

There are many products, including some school supplies that contain latex. These supplies may include markers, glue sticks, erasers, and rubber bands. Please purchase only labeled latex-free school supplies for your child.

Please do not allow your child to bring balloons or any other toys that may contain latex to the classroom. If you would order a florist delivery for your child, please remind the florist to not include regular latex balloons with the order. Latex allergies can be life-threatening for some individuals.

CAFETERIA PROGRAM

Breakfast and Lunch are served in our cafeteria daily. The Board of Education approved a new option available to school districts participating in the National School Lunch and Breakfast Programs. The new program is called the Community Eligibility Provision (CEP).

Under the CEP, our District will be able to provide healthy breakfasts and lunches FREE for ALL students enrolled in the Potosi R-3 School District.

Applications for free and reduced meals will not be collected and food accounts will no longer be a concern for ALL students who choose to participate. However, lunch cards will remain in use daily for tracking student lunch and breakfast counts.

	Daily	1 Week (5 days)	1 Month (20 days)	Yearly (175 days)
Adult Lunch	\$1.95	9.75	39.00	341.25
Adult Breakfast	\$1.25	6.25	25.00	218.75
Adult Extra	\$1.00	5.00	20.00	175.00

We at Potosi Elementary thank you for supporting a nutritious lunch program.

FOOD SERVICE MANAGEMENT (MEAL CHARGES) – Procedure EF-AP(1)

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

Notice

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

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

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook.

Students

1. A student may not accumulate more than ten unpaid meal charges.
2. Students may not charge à la carte items.
3. A student with money in hand will not be denied a meal even if the student has past due charges.
4. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Alternative Meals

If the district's meal service line is designed to collect payment prior to students receiving food, a student who has accumulated ten unpaid meal charges and is still unable to pay for meals may be provided an alternative meal. Alternative meals will be on the regular serving line and will be available to all students as an alternative to the regular meal. If a student has been provided a regular meal, that meal will not be taken away from the student even if the student should have been provided an alternative meal due to unpaid meal charges.

Interventions

After a student accumulates five unpaid meal charges, the district will encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to a counselor for intervention. The counselor will:

1. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
2. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the situation.
3. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.
4. Provide other resources as applicable.

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

Working with Parents/Guardians

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

1. Provide timely notification to parents/guardians when account balances run low (when applicable) and each time their student charges a meal.
2. Invoice parents/guardians for unpaid meal charges during the district's monthly billing cycle, in addition to providing notification of outstanding balances by other means.
3. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

Debt Collection ***Delinquent Debt***

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the costs of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

Bad Debt

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

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

Records

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

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

PARTIES

Classroom parties shall be limited to three per year - Fall, Christmas, and Valentine's Day. Teachers may ask for room mothers early in the year. Duties of the room mothers will vary with grade level and will be assigned by the teachers. All treats brought by parents should be purchased at a store or bakery and meet the Smart Snacks guidelines. We remind parents these parties are for the enjoyment of the students and their classmates. Any student receiving 10 or more discipline referrals in a school year can lose field trip privileges and/or classroom party privileges. **STUDENTS MUST BE PRESENT DURING THE SCHOOL DAY TO PARTICIPATE IN THE PARTY.** No other school-aged children/siblings may attend the parties.

STUDENT BIRTHDAYS

Parents may bring ONE type of treat for their child's birthday. This treat should be purchased at a store or bakery and meet the Smart Snacks guidelines. The treat will need to be brought to the office for the teacher to distribute to the class. There will be NO birthday parties held in the classrooms for students.

SNACK/FOOD AT SCHOOL

In the interest of providing a healthy environment, snacks brought by students or parents to share with other students or treats for parties should be purchased at a store or bakery. Food brought should be individually wrapped or in the original unopened container. Teachers may present learning activities involving food providing all participants use proper hand washing procedures and preparation is closely supervised.

NUTRITION GUIDELINES

The nutrition guidelines outlined in this section do not apply to food or beverages brought from home by students for consumption solely by the student or food or beverages created or used by students as part of the district's instructional program.

It is the policy of the Potosi R-3 School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. These nutrition standards apply to all food and beverages sold to students, including those sold in vending machines, school stores and through district-sponsored fundraisers, unless an exemption applies. In addition, the Smart Snacks standards apply to all food and beverages provided, but not, sold, to students outside the reimbursable school meals program during the school day. For the purposes of this policy, the school day is the time period from the midnight before to 30 minutes after the official school day.

EMERGENCY DRILLS

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

EARTHQUAKE SAFETY FOR MISSOURI'S SCHOOLS - EBC

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 tremblers are not as frequent as in California, but when they do occur, the destruction covers 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 in 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 on to 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.

ACADEMICS

POTOSI ELEMENTARY SCHOOL STUDENT ACHIEVEMENT ASSESSMENT PROGRAM

FILE: IL/02-26-2019

The district will use high-quality academic 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).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

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

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

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

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

Reading Assessment

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

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

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

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 challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

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

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

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

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

National Assessment of Education Progress

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

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

DISTRICT/BUILDING ACCOUNTABILITY REPORT CARDS

A school accountability report card for each school building in the district and the district as a whole will be produced in accordance with law and made available to the public on the district's website. The district will provide information included in the report card to parents/guardians, community members, the print and broadcast news media, and legislators by December 1 annually or as soon thereafter as the information is available to the district. The district will distribute the information in substantive official communications such as student report cards. The district will make reasonable efforts to supply copies of the reports or other information regarding the reports to businesses such as real estate and employment firms, so that parents/guardians and businesses from outside the district that may be contemplating relocation have access to this information. (20 U.S.C. § 6311, § 160.522, RSMo.)

GRADING SCALE

Students will be evaluated in a continuing process that is fair, impartial, and consistent with the objectives of each subject area. The following grading system will be used in all classes:

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A	100-95	C	76-73
A-	94-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	U	59-0

STUDENT OF THE WEEK

The faculty of Potosi Elementary will be recognizing a "Student of the Week" from each of the classrooms. The Student of the Week Award is given in recognition of deserving students chosen on the basis of personal characteristics and classroom achievement. Students chosen for this award will be rewarded with various activities.

REPORTING TO PARENTS

At the end of each nine weeks a report of pupil progress is sent to the parents of each elementary child on a regular report form. The report includes the pupil's attendance and his progress in school subjects, in personal and social characteristics, and in work and study habits. In addition to the report form, numerous other means of reporting to and involving parents in planning for the child's growth are utilized. Parent-teacher conferences are used frequently.

School personnel are available to parents at all times to help interpret and report a child's progress. The use of informal notes, telephone calls, and sending samples of pupil's work are other methods that will be used. Student progress reports will be sent at the end of the fifth week of each quarter.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled at end of first quarter. However, if at any time you feel a conference is necessary with the teacher, do not hesitate to call. Parent/school communication is vital in a child's progress. Please request a conference if you feel there is a need.

LIBRARY PROCEDURES

The Potosi Elementary School has a fully equipped library where the students are allowed to check out books.

Students in the Potosi Elementary School will go to the library once every week.

Library skills are taught beginning in Kindergarten. The library skills instruction program brings the student to the mastery of skills they need to conduct library research at their particular grade level. Students develop an excitement for reading. The school library is a place of cooperation and respect and offers a setting for the development of interpersonal skills.

Students in kindergarten and first grade will check out a book each week. They will be responsible for returning this book to the library each week on their library day. If a student does not return a book, they will be responsible for paying to replace the book. Students cannot have more than two books checked out at a time.

Students in second and third grade will check out a book every other week. They will be responsible for returning their book two weeks after checkout. They may re-check a book out a second time if they are still reading the book. If a student does not return a book, they will be responsible for paying to replace that book. Students cannot have more than three books checked out at a time.

All books that are not returned to the library by the second week of May must be paid for by the student. If these are not paid for or returned, the student will not receive their report card.

PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

FILE: IKE

The Potosi R-III School District is committed to the continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies.

When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student

performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students. Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students will normally progress annually from grade to grade unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

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

Adopted: 07/20/1999

Last Revised: 09/18/2001

SUMMER SCHOOL

The district may offer summer school programs for the enrichment of district students and may also offer a pre-kindergarten summer school program for students who will reach the age of five before August 1 of the school year beginning in that calendar year.

In accordance with law, the district will establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students who have a reading improvement plan. Summer school may also be utilized for remediation as a condition of promotion.

VIRTUAL COURSES

FILE: IGCD

Because virtual instruction can be an effective education option for some students, the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to

enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

Enrollment in Virtual Courses

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable.

A student or parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a MOCAP virtual course through the district. The student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff, such as the school counselor or district special education director, determines that there is good cause to refuse the student enrollment in the course. For enrollment in a MOCAP course, good cause is limited to situations where it is not in the best educational interest of the student to enroll in the course.

Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE) as detailed later in this policy. For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. The superintendent or designee is authorized to consult the district's attorney prior to making a decision.

Students with Disabilities

In general, students with disabilities may enroll in district-sponsored virtual courses or MOCAP virtual courses using the same approval process applicable to other students. However, in accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even

if the course has otherwise been approved. Any appeal of that decision must be made through the special education process rather than to the superintendent or designee or the Board.

If a student who is receiving accommodations for a disability under Section 504 of the Rehabilitation Act (Section 504) is enrolled in a virtual course, the student's Section 504 team will determine whether any additional accommodations are necessary for the student.

Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not successful in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors not controlled by the student.

Students enrolled in a district-sponsored or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law.

Notice

The district will inform students and parents/guardians in handbooks, registration documents and on the homepage of the district's website of the option to enroll in virtual courses, including courses offered through MOCAP, as required by law.

MOCAP

In accordance with state law, the district will pay the cost of student enrollment in MOCAP virtual courses as long as:

1. The student meets eligibility requirements;
2. The student has approval for enrollment in accordance with this policy; and
3. Taking the course does not cause the student to exceed full-time enrollment in the district.

In addition to the requirements listed above and in accordance with law, a student is eligible to enroll in a MOCAP course through the district if:

1. The student resides in and is enrolled in the district on a full-time basis;
2. The student has attended a public school or charter school for at least one semester immediately prior to enrolling in a MOCAP course;* and
3. The enrollment is approved by the principal or designee.

*A student will be excused from this requirement if he or she has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the district during the previous semester.

The district is not obligated to provide students computers, equipment or Internet access to take a MOCAP course unless otherwise required by law to accommodate a student with a disability.

District counselors or certificated staff will develop an individual career and academic plan (ICAP) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a MOCAP course.

Appeal

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within seven days of the Board's final decision.

Payment

The district will pay a MOCAP course provider a monthly pro rata amount based on a student's completion of assignments and assessments, subject to the cost limitations in state law. The district will stop making monthly payments if a student discontinues enrollment. The superintendent or designee is authorized to negotiate lower course rates with MOCAP course providers when possible.

Monitoring and Reporting

The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a student from a course if it does not meet the educational needs of the student. The district may terminate access to a course or refuse to allow students to enroll in a MOCAP course if the district determines that the course is not meeting the educational needs of the students enrolled in the course.

All concerns regarding the quality or delivery of a MOCAP course will be reported to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Adopted: 11/20/2018

SPECIAL SERVICES PROGRAMS

PUBLIC NOTICE

Missouri school districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information, contact the Special Services Director, 573-438-2315.

The Potosi R-3 School District 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 Potosi R-3 School District 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).

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with the law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, will develop appropriate procedures for maintaining student records and will standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The building principal shall assist the superintendent in developing the student records system, maintaining and protecting the records in his or her building and developing protocols for releasing student education records. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Health Information, Directory Information, Parent and Eligible Student Access, Law Enforcement Access, Children’s Division Access.

The Potosi R-3 School District 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 agencies assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the office of the Director of Special Education, 400 North Mine Street, Potosi, Missouri from 8:00 a.m. to 3:30 p.m., Monday through Friday.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian’s name/address; birth date and age of the child; the child’s disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact Kim Hartley, Director of Special Services, Potosi R-3 School District at 438-2315.

This notice will be provided in native languages as appropriate.

SPECIAL EDUCATION SERVICES

Special Education Services are provided in the Potosi R-3 School District for any child that has special needs. The groups are kept small and instruction is individualized. Several learning centers are available to students who may require special attention for maximum developmental growth.

SPEECH THERAPY/HEARING

The staff of Potosi Elementary includes fully certified speech therapists qualified to diagnose and treat speech impediments of all types. At the start of each year, an individualized educational program (IEP) is developed for each child in the program that is designed to help correct his/her speech disorder. During the year the IEP is followed and progress is noted. At the end of the year, parents are notified as to the student’s progress and needs for the future. Special

Education services are provided for any child with special needs in the area of behavior. A certified teacher of the Behaviorally Disordered offers small group and individualized instruction.

EARLY CHILDHOOD SPECIAL EDUCATION

The Board recognizes the critical importance of the early years in determining the educational development of children and, insofar as resources permit, encourages programs designed to help meet the physical, emotional, social and intellectual needs of preschool-age children.

The district will provide services to students with disabilities beginning at age three in accordance with the Individuals with Disabilities Education Act and as required by other applicable law.

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

Speech/Language Disorders

Deaf/Blind

Visually/Hearing Impaired

Mental Retardation

Autistic

and any other physical impairment.

Anyone interested in obtaining additional information about this program may contact Kim Hartley, Director of Special Services, at 438-2315.

REMEDIAL READING/MATHEMATICS

The staff of Potosi Elementary also includes teachers certified in the areas of Remedial Reading and Mathematics. This program is designed to help the children who have difficulty in the mastery of reading and mathematics skills. As of 2011, PES has been designated as School Wide & Title I Teachers serve all students in the classrooms.

INSTRUCTIONAL INTERVENTIONS

The Potosi R-III School District is strongly committed to creating an environment that promotes high achievement for all students. The Board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the Board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

Reading Improvement Instruction

Reading Intervention Plans for Students in Grades K–3

Students enrolling in or currently attending grades K–3 who are reading below grade level or otherwise failing to meet the district's objectives will be provided a reading intervention plan that includes reading improvement instruction designed to assist the student to read at grade level by third grade. All students enrolling who are identified as reading below grade level will receive an individual plan of

reading intervention. The plan may include individual and group activities, and the parents/guardians may be consulted. Hours of reading improvement instruction that fall outside normal school hours may be counted in the calculation of average daily attendance for state aid.

Reading Improvement Plans for Students in Grades 3–6

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day.

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six.

Dyslexia and Related Disorders

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

Screening results will be provided to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

Remediation as a Condition of Promotion

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

GIFTED

A Gifted Education Program is provided by Potosi Elementary School. This program consists of a resource room with a full-time gifted instructor. The

student, who qualifies through a series of recommendations and tests, spends one day a week in this resource room where his or her special needs and interest are addressed. Also small group interaction is available with emphasis on research and critical thinking skills.

GUIDANCE/COUNSELING

The elementary school counselors at PES work with students, parents, teachers, and administrators to address and help overcome issues that may cause blocks to learning. This may be accomplished individually, with a small group, or with a class.

The Grades 2-3 counselor is also the building test coordinator and works with the administration, teachers, and students to set up and/or administer standardized achievement tests as well as individual tests, when recommended, to obtain accurate and relevant results.

The Potosi R-III School District's comprehensive school counseling program provides important benefits to all students at all grade levels by addressing their social/emotional, academic and career development needs. Research indicates that a fully implemented comprehensive school counseling program has a positive impact on student achievement and has the potential to increase attendance, reduce discipline referrals and improve Missouri Assessment Program (MAP) scores. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's education program. School counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

School Counseling Curriculum

Counselors will create and implement a written school counseling curriculum that promotes students' academic, career and social/emotional development. The Board will provide resources and support activities for implementation of the school counseling curriculum. The school counseling curriculum will be systematically reviewed and revised, and modifications to the school counseling curriculum will be based on student data, school data and planning survey data collected at least every three years.

Responsive Services

Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive school counseling program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or

social/emotional development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.

Referrals shall be made in accordance with Board policies and district procedures. The superintendent, with the assistance of the SCAC, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on these procedures.

In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues. The district's crisis intervention plan will include methods for continuing counseling support even in the event of a long-term school closure.

System Support

The Board recognizes system support as a crucial component in the full implementation of a comprehensive school counseling program. System support of the comprehensive school counseling program includes administration and management activities that support the program. The Board directs the administration to implement activities that support the school counseling program, such as program management, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.

Program Goals

The district will strive to meet the program goals in each of the following areas:

- 1. Social/Emotional Development
 - ▶ Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.
 - ▶ Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
 - ▶ Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.
- 2. Academic Development
 - ▶ Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
 - ▶ Teach students skills to aid them as they transition between grade levels or schools.
 - ▶ Focus on developing and monitoring individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ICAPs.

3. Career Development

- ▶ Enable students to apply career exploration and planning skills in the achievement of life career goals.
- ▶ Educate students about where and how to obtain information about the world of work and postsecondary training and education.
- ▶ Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Confidentiality

It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.

Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and school counseling brochures in addition to oral notification of individual students.

District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.

School Counseling Program Evaluation

The SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum, through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive school counseling program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

SEXUALITY EDUCATION

The Board recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to requirements of state law, if the district chooses to use any course materials and instruction related to human sexuality and sexually transmitted diseases, the faculty will follow the guidelines of Board policy IGAEB.

PARENTS AS TEACHERS PROGRAM

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

Parents wishing to inquire about this program should contact:
Coordinator, PAT 438-4856

PROHIBITION AGAINST ILLEGAL DISCRIMINATION AND HARASSMENT

General Rule

The Potosi R-III School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic protected by law is strictly prohibited in accordance with law. The Potosi R-III School District is an equal opportunity employer. Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

Definitions

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

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

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

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is

based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district’s programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

Boy Scouts of America Equal Access Act

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

Compliance Officer

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

Asst. Superintendent
Potosi R-III School District, 400 North Mine, Potosi, MO 63664
Phone (573) 438-5485, Fax (573) 438-5487

*** For additional information, refer to Board Policy AC**

TITLE VI, IX, SECTION 504

Grievance Process

1. Level I – A grievance is filed with the district’s compliance officer. The compliance officer may, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.
2. Level II – Within five (5) working days after receiving the Level I decision, the person filing the grievance may appeal the compliance officer’s decision to the Superintendent by notifying the Superintendent in writing. The Superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the matter when appropriate.
3. Level III – Within five (5) working days after receiving the Level II decision, the person filing the grievance may appeal the Superintendent’s decision to the Board by notifying the Board secretary in writing. The person filing the grievance will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board’s decision and any actions taken are final. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance will be notified in writing, in accordance with law and district policy, regarding whether the policy has been violated.

Taken from file: AC

Grievance Procedure

Students, parents of students or employees have the right to file a formal complaint alleging noncompliance with regulations outlined in Title VI of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972 and section 504 of the Rehabilitation Act of 1973.

Level One - Principal or Immediate Supervisor (Informal and Optional - may be bypassed by the grievant) - Employees with a grievance of nondiscrimination on the basis of sex, race, national origin or disability may first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student or parent with a complaint of discrimination on the basis of sex, race, national origin or disability may discuss it with the teacher, counselor or building administrator involved.

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

Level Three - Superintendent - If the complaint is not resolved at level two, the grievants may proceed to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Title IX and Section 504 Coordinator. The grievants may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

PUBLIC CONCERNS AND COMPLAINTS (POLICY KA)

The Potosi R-III School District is interested in resolving concerns and hearing complaints from the public regarding district programs and services so that they may be improved and better meet the needs of the students and the community. The district encourages parents/guardians, students and other members of the public to first discuss concerns with the appropriate district staff prior to bringing the issue to the Board so that the issue may be thoroughly investigated and addressed in a timely fashion. The Board will not act on an issue without input from the appropriate district staff and may require a parent/guardian, patron or

student to meet with or discuss an issue with district staff prior to hearing a complaint or making a decision on the matter.

All district employees are expected to answer questions, receive input and professionally address concerns and complaints of parents/guardians, students and other members of the public. If an employee is unable to answer a question or resolve an issue, the employee must direct the person or the question to the appropriate district employee.

Complaint Process

Complaints regarding district compliance with nondiscrimination laws will be processed according to policy AC. Employee grievances will be processed in accordance with the established employee grievance procedure or as otherwise required by law. Complaints involving federal programs will be processed in accordance with policy KLA. Other grievances or complaints for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure. If no other policy or procedure applies, the complaint may be brought as described below.

Process for Resolving a Concern or Complaint

The following steps are to be followed by parents/guardians, students or the public when concerns or complaints arise regarding the operation of the school district that cannot be addressed through other established policies or procedures.

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.
2. Unsettled matters from (1) above or concerns or complaints regarding individual schools should be presented in writing to the principal of the school. The principal will provide a written response to the individual raising the concern ("complainant") within five business days of receiving the complaint or concern unless additional time is necessary to investigate or extenuating circumstances exist.
3. Unsettled matters from (2) above or concerns or complaints regarding the school district in general should be presented to the superintendent or designee in writing. The superintendent or designee will provide a written response to the complainant within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.
4. If the matter cannot be settled satisfactorily by the superintendent or designee, a member of the public may request that the issue be put on the Board agenda, using the process outlined in Board policy. In addition, written comments submitted to the superintendent or the secretary of the Board that are directed to the Board will be provided to the entire Board. The Board is not obligated to address a complaint. If the Board decides to hear the issue, the Board's decision is final. Otherwise, the superintendent's decision on the issue is final.

Prohibition against Retaliation

The Board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the district or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint. The Board directs all district employees to cooperate in investigations of complaints.

CONCERNS AND COMPLAINTS REGARDING FEDERAL PROGRAMS (POLICY KLA)

The Potosi R-III School District receives funds under the federal Elementary and Secondary Education Act (ESEA) and is required to follow federal statutes and regulations regarding the programs governed by the ESEA. If any individual or organization (person) has a complaint or is concerned that the district may be violating these laws, the Board wants the superintendent or designee to immediately investigate and address the issue. For that reason, the Board has adopted this policy to address specific allegations of violations of federal statutes and regulations governing Title I, Parts A, B, C, D; Title II; Title III; Title IV, Part A; or Title V of the ESEA.

Process

The district will use the following process to address specific allegations that the district has violated a federal statute or regulation regarding a program under the ESEA:

1. The person with the complaint ("complainant") must present a written complaint to the superintendent or designee that specifies the federal law or regulation alleged to have been violated and the facts supporting the allegation. Alternatively, the Department of Elementary and Secondary Education (DESE) will forward a complaint from a complainant to the district for resolution.

The superintendent or designee will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. The superintendent or designee is authorized to contact the district's private attorney for assistance in determining whether a violation has occurred.

2. If the complainant is not satisfied, he or she may request that the issue be placed on the Board agenda at the next Board meeting, using the process outlined in Board policy.

The superintendent or designee will notify the complainant of the Board's decision and will provide the complainant a copy of DESE's Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures.

3. If the Board does not hear the issue or if the complainant is not satisfied with the Board's response, the complainant may appeal the issue to DESE in accordance with DESE's complaint procedures.

Documentation and Release of Information

The district will maintain a copy of the complaint, a written record of the investigation and documentation of any written resolution, when applicable, in accordance with law. The superintendent or designee will complete a written summary of the investigation and, if a violation has occurred, a description of how the matter was resolved. If the complaint was first filed with DESE, the written summary must be completed within 35 calendar days of the complaint being filed with DESE and must be submitted to DESE.

The summary will be released upon request when required by law. The superintendent or designee will have the district's attorney review the documents before they are released to DESE, the complainant or any other person to protect the confidentiality of legal advice.

Prohibition against Retaliation

The Board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the district or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint. The Board directs all district employees to cooperate in investigations of complaints.

PARENT'S RIGHT TO KNOW (GBL)

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

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

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

In addition to the information that parents may request, districts must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

TITLE I SCHOOL-PARENT-STUDENT COMPACT

Potosi Elementary School and parents will participate in Title I activities, services, and programs, agreement to this compact outlines how the Title I staff, the parents, and the students share the responsibility for improved student academic achievement.

School Responsibilities - Potosi Elementary School and its staff will:

✓ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows-

1. Retain highly qualified principals and teachers.
2. Provide instruction, materials, and high quality professional development, which incorporates the latest research.
3. Maintain a safe and positive school climate.

✓ Hold parent-teacher conferences and give reports on their child's progress as follows-

1. Discuss the child's progress.
2. Discuss this compact as it relates to the child's achievement.
3. Provide a monthly newsletter from the Title I program.
4. Send home quarterly progress reports in the child's report card.

✓ Be accessible to parents through-

1. Phone calls or person-to-person meetings.
2. Scheduled consultations before, during, or after school as needed.
3. Scheduled Title I classroom observation.

Parent Responsibilities --I, as a parent, will support my child's learning in the following ways:

- ✓ Make sure my child is in school every day possible.
- ✓ Check that homework is completed.
- ✓ Monitor the amount of television watched.
- ✓ Spend time with my child reading, playing, and doing jobs together.
- ✓ Be aware of my child's extracurricular time and activities.
- ✓ Stay informed about my child's education by reading all communications from the school and responding appropriately.
- ✓ Attend parent conferences, open house, parent orientation, and other school functions, on a regular basis throughout the year.

Student Responsibilities --I, as a student will share the responsibility to improve my academic performance to meet the Show-Me Standards and will:

- ✓ Attend school every day possible.
- ✓ Be respectful toward others by following school, class, and bus Rules.
- ✓ Do my homework, ask for help when I need it, and return it to school completed.
- ✓ Read every day outside of school time
- ✓ Give all notes and information from my school to my parent/guardian daily.

OTHER

SCHOOL VOLUNTEER PROGRAM

FILE: IICC Basic/7-19-05

The Potosi Elementary believes that parent involvement is an important component to a child's success in the home and school environment. Parents are encouraged to participate in the Volunteer Program at the Elementary School. If interested in volunteering on a regular basis at school please review the Board Policy IICC & mark the parent volunteer page in the front of the book and return to your child's teacher. Interested parents that fill out the form will receive an application for a background check. Those approved will be notified of a scheduled meeting date to discuss parent volunteer information, schedules, and assignments. Please keep in mind this is for volunteering on a regular basis. It is not necessary for parent helpers/chaperones (those assisting with parties or field trips) to complete the requirements in Policy IICC.

The Board of Education recognizes that community and parent volunteers make valuable contributions to the district's schools and encourages volunteer participation in district programs. Further, parent and community involvement are essential components of higher student achievement. The Board endorses a volunteer program and expects its professional staff to encourage and strengthen community and parent involvement in the schools.

The superintendent or designee will create appropriate procedures for attracting, screening and training community and parent volunteers. Volunteering in the district is a privilege, not a right. The district will conduct screening and criminal background checks before any volunteer is placed in a position where he or she will be left alone with a student. The district may decline the services of any volunteer for any legal reason. All information collected on volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment.

Although volunteers will provide support services, they are not substitutes for the professional building staff. Volunteers will work under the direction and supervision of district staff.

FERPA - FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Under FERPA, an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as a "directory information," includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent. Additionally § 9528 requires that parents be notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent. A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parent notification requirements of both FERPA and § 9528. The notification

must advise the parent how to opt out of the public, nonconsensual disclosure of directly information and the method and timeline within which to do so.

To opt out of the public, nonconsensual disclosure of directory information a Potosi R-III District student's parent/guardian should contact the student's counselor by September of the current school year.

POTOSI R-3 SMOKE FREE POLICY

The Potosi R-3 School District has adopted a Smoke-Free policy. There will be no smoking allowed in our buildings.

SURVEYING, ANALYZING OR EVALUATING STUDENTS

FILE: JHDA/07-19-05

The district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy JO.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

ADMISSION OF RESIDENT STUDENTS

FILE: JFCA/04-21-2009

In order to register a student, the parent, legal guardian, military guardian, or person acting as a parent or the student shall provide proof of residency or request a waiver of proof of residency as outlined below and shall complete all admission requirements as determined by Board policies, regulations and procedures. Students who do not meet the residency requirements and are not eligible for a waiver of proof of residency may only apply for admission in accordance with Board policy JECB.

A student is a "resident" student if he or she meets at least one (1) of the following criteria:

1. The student physically resides and is domiciled in the district. The domicile of a minor child shall be the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone, except a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military, is insufficient to satisfy the "court-appointed legal guardian" requirement.
2. The student physically resides in the district for reasons other than obtaining access to the district's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.
3. The student is otherwise legally entitled to attend school in the district including, but not limited to: a student who is a homeless child; a student attending a school not in the student's district of residence as a participant in an inter-district transfer program established under a court-ordered desegregation program; a student who is a ward of the state and has been placed in a residential care facility by state officials; a student who has been placed in a residential care facility due to a mental illness or developmental disability; a student attending a school pursuant to §§ 167.121 and 167.151, RSMo.; a student placed in a residential facility by a juvenile court; a student with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's education program; or a student attending an alternative education program on a contractual basis.
4. The student is a transitioning military student who was enrolled in the Potosi R-III School District, but is placed in the care of someone other than the student's parent or military or legal guardian who resides in another school district. Such student will be allowed to continue to attend school in the Potosi R-III School District without payment of tuition. A transitioning military student is a student who is in the process of transferring from one (1) state or school district to another state or school district and was or is currently in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law.

CONFIDENTIALITY AND RECORDS MANAGEMENT

Title IV Privacy Rights of Parents and Students provide parents the right to inspect and review their child's educational records. This right is also available to divorced or separated parents even if the guardian or former spouse (unless this right has been restricted by court order). Students who are eighteen years of age or older and students attending post secondary institutions have access to their own records and may be responsible for consent. However, a handicapped student's consent rights may be curtailed or denied depending on the type or severity of the student's handicap.

Access to school records is generally only permitted when consent is given by the parents or by an eligible student (over eighteen years of age). Exceptions to the

consent requirements do exist. Educators with legitimate educational interest and certain other organizations as outlined in the law may have access to a child's record without consent.

When written consent for access to a child's file is required, the records being requested must be identified, the proposed use of the information must be specified, and the methods of acquiring the data must be explained. A record must be kept in the child's file of all nonexempt individuals who have accessed the child's file. Access to a child's file (for someone who has consent) must be given within 45 days of the request.

In each of our schools, a list of individuals who may have access to student records without obtaining parental consent is posted on the file cabinet containing handicapped students' records for proper educational programming. Any other educator who has a legitimate reason to access the child's file must sign the record of disclosure (contained within the file) stating your name, the date, and the reason or purpose for reviewing the confidentiality. It is important to protect the child's right to privacy and confidentiality. Information in students' records should only be shared and discussed with those who have a legitimate need to know.

PUBLIC NOTICE - ASBESTOS REGULATIONS OPEN TO THE PUBLIC IN R-3

Federal regulations under the Asbestos Hazard Emergency Response Act (AHERA) requires public notice to parents, guardians, and employees of the availability of an Updated ASBESTOS MANAGEMENT PLAN.

Potosi R-3 School District Superintendent, in charge of compliance for the district, has announced that in compliance with the regulations, Potosi R-3 School District's approved plans are available from each building Administrator and at the Superintendent's Office, located at 400 N. Mine St., Potosi, MO, between the hours of 8 a.m. and 4 p.m. each week day.

AAA STUDENT

I am a Triple A student
That's what I want to be.
A Triple A student
Just watch my life and see.

I'll have a healthy **Attitude**
Keep the rules and not be rude
Good **Attendance** every day
Be on time and stay all day

Set a goal. **Achieve** it too,
These three things I'm going to do.
Triple A student that's what I'm
going to be.



Important Phone Numbers

Potosi Elementary 438-2223 (phone)
438-4370 (fax)

Parents as Teachers 436-9675

Trojan Intermediate 436-8108
John Evans Middle School 438-2101
Potosi High School 438-2156

Special Education Office 438-2315
Bus Garage 438-5881
Superintendent Office 438-5485
GED Education 438-3543
HeadStart 438-6724

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