Halfway R-III Schools Mission Statement

Halfway R-III Schools, in partnership with students, parents, and community, will provide opportunities for individuals to become productive, lifelong learners.

Halfway Elementary

Student Handbook

2026-2027

Board Approved:
June 17, 2026

INTRODUCTION

The Halfway R-III School District is determined to provide a safe and disciplined learning environment so that all students will learn successfully. This handbook provides policies and procedures that have been approved by the Board of Education. It is designed to furnish much of what you need to know, but it is not all-inclusive. If questions or concerns arise regarding a particular school-related issue, please follow the established chain of command: 1) consult with the involved teacher(s), 2) consult with the principal, 3) meet with the superintendent, and 4) if a satisfactory resolution is not achieved with the previous options, you may request a meeting with the Board of Education. It is our expectation that all students and parents will review the policies contained herein.

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THE HALFWAY VISION

The Halfway R-III Schools will graduate well-rounded students who have the skills and knowledge necessary to develop their own visions and goals for their futures while understanding the opportunities available for success in our global society. We will strive for excellence in this endeavor and encourage all students to do the same. We will continue supporting school and community interaction understanding that our interdependence benefits all.

THE HALFWAY PHILOSOPHY OF EDUCATION

Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his or her capacities.

THE HALFWAY PHILOSOPHY OF STUDENT DISCIPLINE

It is the objective and policy of Halfway R-III School to recognize, preserve, and protect the individual rights of all students while enforcing the protection of those rights within the necessary framework of a safe, orderly, efficient, and nurturing school program. The quality of discipline in the school is a blend of values and attitudes of everyone within the educational community. We believe that discipline and academic achievement are very closely related. We appreciate the fact that discipline, order, safety, and cooperation are essential for people to meet and work together in harmony. All individuals associated with the school must share the responsibility for creating and supporting a positive learning environment.

HALFWAY R-III GOALS FOR STUDENT SUCCESS

The Halfway School District will provide students with basic skills that are necessary to be life-long learners and the knowledge necessary to utilize all opportunities that may be available to students upon graduation from Halfway R-III School.

1. The Halfway School District will provide current motivational instruction necessary for students to compete in the “real world” by hiring teachers who believe that every child can learn if given appropriate time in conjunction with instructional strategies that fit their mode of learning while maintaining high expectations.
2. The Halfway School District will provide a safe and orderly school climate that is conducive to effective instruction and successful learning.
3. The Halfway School District will ensure a high quality of education by providing and maintaining efficient management of programs, plant, and facilities.

HALFWAY SPIRIT

The official mascot is a Cardinal. School colors are red and white. We encourage you to show school spirit throughout the school year and at all school-sponsored activities. Remember, you are a reflection of our school.

NOTICE OF NON-DISCRIMINATION

It is the policy of the Board to accord equal consideration and impartial treatment regardless of race, color, national origin, ancestry, religion, socioeconomic status, marital status, sex, education, age, disabling conditions, or organizational memberships.

NOTICE OF NON-DISCRIMINATION ON THE BASIS OF SEX

The Board declares that the school district does not and will not discriminate on the basis of sex in the educational programs, activities, and vocational opportunities offered by the district.

NOTICE OF EQUAL EDUCATIONAL OPPORTUNITIES

Each student, being limited only by individual differences, should be given the opportunity to develop and achieve to the maximum extent possible. Therefore, the school district will foster an educational environment that provides equal educational opportunities for all students.

NOTICE OF POLICY PROHIBITING SEXUAL HARASSMENT

The school district is committed to providing an environment free from intimidating, hostile, or offensive behavior; unwelcome sexual advances, requests for sexual favors; and other verbal/non-verbal, physical conduct, or communication constituting sexual harassment. Sexual harassment by an employee, student, or other person is strictly prohibited. Allegations of sexual harassment shall be investigated and, if substantiated, corrective disciplinary action taken, up to and including suspension and/or expulsion of the student or suspension and/or termination of the employee. Please refer to the school's administration and Board Policy ACG Critical for Resolution of Discrimination Complaints.

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES

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

Missouri Department of Elementary and Secondary Education
Complaint Procedures for ESSA Programs
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General Information
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2. Who may file a complaint?
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5. What happens if a complaint is not resolved at the local level (LEA)?

Complaints filed with the Department
6. How can a complaint be filed with the Department?
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9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)?

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

[1] *Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V* Revised 4/17
[2] *In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)*

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

6. **How can a complaint be filed with the Department?**

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

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. **How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

9. **How will appeals to the Department be investigated?**

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

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

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

STUDENT RECORDS/DIRECTORY INFORMATION

A. ANNUAL NOTIFICATION OF RIGHTS TO PARENTS AND STUDENTS

1. The district shall annually notify parents of students currently in attendance, or eligible students in attendance of their rights under the Family Educational rights and Privacy Act (FERPA) and FERPA regulation by publication in the student handbook(s) or by distributing notification to the parents or eligible students at the beginning of the school year.
2. Parents and/or students may request that the district not use a student's social security number at the time of enrollment.

B. ANNUAL NOTIFICATION OF DIRECTORY INFORMATION

1. "Directory Information" is information contained in an education record of a student that would not generally be considered harmful or invasion of privacy if disclosed. The school district designates the following items as "Directory Information" for students in preschool through 6th grade: student's name, parent's name, birthday, grade level, participation in officially recognized activities an sports; honors and awards received; artwork and coursework displayed by the district; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images, and recorded sound would be considered harmful or an invasion of privacy.
2. The district shall annually notify parents of students currently in attendance of the "Directory Information" the district will release. Parents or eligible students will have ten (10) school days after the annual public notice to view the student's "Directory Information" and to provide notice in writing to the school district that they choose to not have this information or any portion of the "Directory Information" released. Unless notified to the contrary in writing within the ten (10) school day period, the school may disclose any of those items designated as "Directory Information" without the parent's or eligible student's prior written consent including in print and electronic publications of the school district.
3. "Directory Information" is considered a "public record" which must be released by the district to any person who requests it under the Missouri Sunshine Law 610.010-.030, RSMO.

RETENTION

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

HALFWAY R-III SCHOOL DISTRICT PROMOTION/RETENTION PROCEDURES BASED ON READING LEVEL

(Meets requirements of Senate Bill 319)

The Halfway R-III School Board, in accordance with SB 319, requires students in the 4th grade

be retained if they are reading below more than 1 grade level. There are four exceptions to this law. 1) Students having IEPs. 2) Students receiving services pursuant to section 504 of the Rehabilitation Act of 1973 whose services includes an element addressing Reading. 3) Students determined to have limited English proficiency. 4) Students who have been determined, prior to the school year, to have a cognitive ability insufficient to meet the reading requirements.

Students in grade 3 who are reading more than 1 grade level below will attend summer school and receive 30 hours of reading instruction before going onto the 4th grade. Students in 4th grade who are reading more than 1 grade level below will be required to have 30 hours of reading instruction outside the normal classroom day during the school year. Students must be assessed within 45 days of the end of the school year. If they are still reading at more than a grade level below their grade, they will attend summer reading instruction for 40 hours. They must be assessed again at the end of Summer School to determine if they are to be promoted to 5th grade. 5th and 6th graders reading more than 1 grade level below will be subject to the same assessments and procedures as stated in SB 319. These guidelines apply to the law mentioned above and are not to imply that reading level will be the only factor when retention in grade is being considered. Board Policy IKE outlines procedures to follow in other decisions regarding student promotion or retention.

ADMIT AND DISMISS POLICY

Students arriving after 7:55 must check in at the Elementary Office. Students who are being checked out before school ends must do so at the office. **Parents should not go to the classroom and remove their student**. Parents wanting to see their student or leave something for their student should wait in the office.

ATTENDANCE

Regular attendance is critical to your child's academic progress. If your child must be absent, please call the elementary office prior to 7:55 so the absence can be marked verified and the teacher can be notified. (445-2215).

Attendance at school on a regular and continuing basis is one of the most effective ways of ensuring that children receive a quality education. When a child is absent, he/she misses rich exchanges of communication and interactions that can't be made up by homework. The Missouri Compulsory Attendance Law states:

"A parent, guardian, or other person…having charge, control, or custody of a child between the ages of seven and sixteen years of age shall cause the child to attend regularly some public, private, parochial, parish, home school or a combination of such schools not less than the entire term of the school which the child attends…" (R.S.Mo.167.03)

Halfway School District defines "attend regularly" as stated in the Compulsory Law to mean that a student has attended 90% of the school year with satisfactory verification of any absences exceeding 14 days during the school year. A school day is calculated by the minutes in a day. Minutes absent can accumulate and result in a full day of absence.

Students with absences exceeding 14 school days (or 7 per semester) may be required to make up attendance hours through after school detention or Monday school. Students with absences exceeding 14 days also might be retained to ensure proper instruction has been received.

BIRTHDAYS

TREATS

We know that your child is excited when their birthday occurs during the school year. In order to continue with the learning process, we request that all birthday treats be left at the elementary office. Please notify your child's teacher two (2) days before you are planning to provide birthday treats for your child. Please send a birthday treat that can be sent home with students. Distribution of birthday treats will be at the end of the school day. Due to food allergies and restrictions in the classroom, birthday treats MUST be non-food items. Some ideas are stickers, pencils, erasers, or goody bags containing non-food (including candy) items. Any food items sent/brought for birthday treats will be sent home with the student or a parent/guardian must pick up. Thank you for your cooperation concerning birthday treats.

INVITATIONS

Birthday party invitations WILL NOT be passed out at school unless each student in the class is receiving an invitation (or all girls in the class or all boys).

BALLOONS

Balloons for birthdays (or other special events) will NOT be taken on the bus.

BUILDING HOURS

Students are NOT to be dropped off before 7:35. At 7:35, supervision will be available in the new gym. Students eating breakfast may enter the cafeteria at 7:35. Students not eating breakfast will be supervised in the new gym until the bell rings at 7:55. School will end at 3:38 pm. Students are not permitted in the building after school without teacher permission.

BUS CONDUCT

The bus ride to and from school is an extension of the school day. All rules, regulations and policies that pertain to school also pertain to the bus. Only those students who meet eligibility requirements by permanent residence inside the district will use the school's transportation system.

1. No fighting or "horseplay" on the buses. When boarding the bus, students shall be seated and remain in the seat until arrival at their destination.
2. Instruments, books, etc. are to be taken to the seat with the student and placed under the seat or held by the student.
3. No pets or animals in boxes, jars, or containers will be allowed on the buses.
4. Unnecessary conversation with the driver is prohibited.
5. Students are not to put their head, hands, or arms outside the window, nor are they to throw objects out of the window.

6. No eating or drinking on the bus without driver permission.
7. Except for normal conversation, classroom conduct shall be observed at all times.
8. No toys on the bus. No electronic devices allowed on the bus without permission of the driver. Students and parents assume the risk for any damage or loss of toys, electronic devices, etc. that are brought to school or on the bus.
9. Each student shall be held accountable for any type of destruction of property or damage to the school bus.
10. <u>If a student is discharged from the bus at a place other than his/her own home, a note from the parent must be given to the office. This note will be forwarded to the classroom teacher and bus driver</u>.
11. The driver is in charge at all times. When on field trips, the teacher and driver are in charge.
12. Drivers may not transport any persons not regularly assigned to the bus without permission. PRIOR APPROVAL MUST BE GIVEN IF 5 OR MORE ADDITIONAL RIDERS ARE GOING HOME ON BUS FOR BIRTHDAY PARTY OR OTHER EVENT.
13. Students may be assigned seats if it is necessary for the safety of others.
14. Balloons for birthdays or other special events will not be allowed on the bus.
15. Obscene or profane language, gestures, remarks, or signs will not be tolerated.
16. The possession or use of alcohol, tobacco, and/or drugs is not permitted on school property, which includes the bus.
17. In the event of misconduct on the bus, the driver will fill out a Bus Misconduct Report and turn it in for appropriate action:
    1. 1st Report to office – conference with student, warning given, parent notified.
    2. 2nd Report to office - conference with student, recess and/or lunch detention assigned, parent notified.
    3. 3rd Report to office - 1 day off bus.
    4. 4th Report to office - 3 days off bus.
    5. 5th Report to office - 5 or more days off bus.
    6. 6th Report to office - 10 or more days off bus by Superintendent discretion.

Building administrators may, depending on the severity of the offense, alter or skip discipline steps.

CAFETERIA COMPLIANCE

Students are not allowed to have food delivered to the cafeteria/school or bring food to the cafeteria from places other than home. The Department of Elementary and Secondary Education (DESE) has pointed out to the district certain liability issues associated with this practice.

CANDY AT SCHOOL

Students should not bring candy to school. It is unhealthy and disruptive in the classroom. Students who bring candy will have it taken away and returned at the end of the school day. The second incident will result in the candy being taken away and returned at the end of the year or returned to a parent who picks it up.

CARE OF SCHOOL PROPERTY

Students are expected to take reasonable care of all school property, which includes books, lockers, equipment, furniture, and uniforms. Students shall pay for lost or damaged property. Any student who carelessly, intentionally, or maliciously defaces or damages school property shall be required to replace or repair the damaged property and may also be subject to disciplinary and legal action as deemed appropriate by the school's administration.

CHAIN OF COMMAND FOR PARENT GRIEVANCES

If a parent/guardian has a concern with a school/classroom policy or procedure, the parent always should contact the student's teacher first.. If the parent still feels that the problem has not been properly settled, then he/she may contact the principal.

CLASS PARTIES

Throughout the year, various class parties will be held (ex. seasonal, reward, etc.). Please note – parties are not required; therefore, students may lose the opportunity to participate in a party based on poor behavior and/or disciplinary referrals.

CLASS WORK/HOMEWORK

Students should have ample time to complete class work while at school. This allows students to seek help from the teacher on assignments. Occasionally, students may bring incomplete work home to complete as homework. This work is due the next school day.

DETENTIONS

Detentions will be served from 3:40 to 4:10 pm. Parents will be given at least 24 hour notice before a detention is to be served. There shall be no talking, sleeping, drinking, or eating. Students should come prepared to work during the detention

DRESS AND GROOMING

The environment in which learning takes place exerts a tremendous influence on the students. It is our belief that cleanliness and neatness in dress will contribute to a good learning environment. Every student through his/her own cleanliness and neatness in dress will contribute to the learning environment. T-shirts with graphics, messages, or words that may be misconstrued as inappropriate and interrupts the learning environment will not be worn at school. No clothing is to be worn that suggests and/or advertises alcohol, drugs, offensive acts, or displays negative concepts contrary to the best interests of the students and the mission of the school district. Except for the following guidelines, the responsibility for the appearance of our elementary students rests with the parents or guardians and the students themselves. Some general guidelines include:

1. Students are to dress conservatively.
2. Clothing which is disruptive to the educational process or which is lewd, obscene, or suggestive is prohibited.
3. Abbreviated clothing including halter tops and short shorts or any item baring the midriff are not to be worn. Spaghetti strap tops; shirts with large armholes which expose the chest; muscle shirts; and/or low necklines are not acceptable attire for students in all grades.
4. Hats may not be worn in the building.

5. Clothing bearing symbols of tobacco and alcohol will not be allowed.
6. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class activity for the purpose of maintaining safety in the classroom.
7. Tattoos or body piercings that are educationally disruptive must be covered.

ELECTRONIC OR BATTERY OPERATED DEVICES

Use of or visibility of cellular telephones, smartwatches, iPods, video games, laser pointers, or other audio-visual equipment or electronic devices is strictly prohibited during school hours. Use or visibility of these devices (and others not listed herein) will result in confiscation and will be returned at the end of the school day. All devices should be powered off during the school day. If a second offense occurs, the device will only be returned to the parent. Further offenses may result in disciplinary action.

EMERGENCY EVACUATION DRILLS

Emergency drills will be conducted routinely throughout the year. Students will be expected to remain orderly and extremely quiet during the drills. The fire alert will be a series of short rings, and evacuation procedures will be followed. A tornado alert will be a long ring on the bell system. The teacher will then direct the students to the designated shelter area where students are to crouch and cover their head against the interior wall. In the event of an earthquake drill, students should listen carefully to the teacher's instructions.

EMERGENCY SCHOOL CLOSINGS

Should it become necessary to close school for weather or other situations, the Superintendent of Schools has the authority to do so in a timely and efficient manner. The superintendent will notify parents using the School Reach phone system. Therefore, it is important that the office has current phone numbers on record.

FIELD TRIPS

Students who are eligible to attend school-related field trips must have a consent form completed and signed by a parent/guardian. In the event that a student misbehaves while attending a field trip, parents may be contacted and expected to pick-up their child from the field trip location. Students misbehaving on field trips may be ineligible to attend future field trips and may face additional disciplinary action as determined by the teacher and/or principal.
Parents attending the field trip can sign their child out with the teacher. All other students will ride the bus back to school.

In order to attend a field trip, students must have 90% attendance. Teachers and administrators may set additional eligibility requirements for field trips; students may become ineligible for a field trip due to consistently poor behavior and/or disciplinary office referrals.

FRIDAY SCHOOL

Students in grades 3-6 will be assigned Friday School if they are missing assignments which substantially lower their grades. Friday school will be held from 3:45-6:00 pm. Parents will be contacted by the classroom teacher to alert them of the missing work and need for

Friday School if the work is not completed and turned in by Thursday morning. This is also the only way students will receive an extra copy of missing assignments. Teachers may give 1 additional copy prior to getting assigned a Friday school but in order to receive any more copies, the student must attend the Friday school.

GENERAL RULES

CLASSROOM

1. Be respectful to all people including teachers, staff, and other students.
2. Be responsible and prepared for each day of class.
3. Keep hands, feet, and objects to yourself.
4. Follow all teachers' and other adults' directions and classroom rules.

HALLWAY/RESTROOM RULES

1. Follow directions of teachers and staff.
2. Always walk, do not run.
3. Keep your hands to yourself.
4. Keep restrooms clean and do not write on stalls in the bathroom.

CAFETERIA RULES

1. Follow directions of cafeteria staff and teachers.
2. Speak in normal tones and volumes.
3. Keep arms, hands, and feet to yourself.
4. Leave your eating area as you found it, CLEAN.
5. Soda (pop) is not allowed in the cafeteria during breakfast and lunch.
6. Throwing of food or other objects is not permitted.

PLAYGROUND RULES

1. Students are to use the playground equipment in the way it is intended.
2. Follow directions from ALL teachers.
3. Do not go into the building without the teacher's permission.
4. No scuffling, roughhousing, or name calling.
5. Do not pick up or throw rocks.
6. Do not feed or pet any stray animals.

GRADE CARDS/GRADING SCALE

A	95-100	D+	67-69
A-	90-94	D	64-66
B+	87-89	D-	60-63
B	84-86	F	59 AND BELOW
B-	80-83		
C+	77-79		
C	74-76		
C-	70-73		

If a non-custodial parent wishes to be mailed a copy of grade cards, he/she must contact the elementary secretary (each year).

LIBRARY BOOKS

A student is responsible for the safe return of any book he/she checks out of the library (as well as classroom books). If a book is not returned or is returned damaged, the librarian will notify parents of the charges to repair or replace the book. If the charges are not paid by the end of the school year, final report cards will be held for parents to pick up when they bring the payment. Charges not paid will remain on a student's record and must be paid before he/she will receive his/her high school diploma.

MAKE-UP WORK FROM ABSENCES

If a student is absent from school, the teacher will determine what work needs to be completed by the student. This work may be assigned before, during, or after the absence. Students will have two days for every day absent to complete make-up work. For example, if a student misses two days of school, the student will have four days to turn in those assignments.

NOTES TO SCHOOL

In our efforts to have better communications from home to school we are providing printed **"A NOTE TO HALFWAY SCHOOL"** packets. These notes have a variety of options for communications from parents to the school. Please use these notes when you send communications to school, one for each of your children. These notes must be used for any change in transportation at the end of the day. The elementary office has a supply of notes.

NURSE'S OFFICE POLICY

Please read the following information carefully:

Parent/Guardian will be notified by phone if their child is exhibiting illness symptoms or is injured at school and needs to be taken home or for medical evaluation. It is very important that the school has the most current phone number and address for parent/guardian along with emergency contacts and phone number(s) in the event their child is ill or injured and the school is unable to reach the parent/guardian.

A current student health history form will be kept in the nurse's office to ensure adequate and prompt care. This will be completed by parent/guardian and updated yearly on all students.

Pertinent health information may be shared with appropriate (need-to-know) school staff, including substitute teachers. It is the parent/guardian's responsibility to notify the school / school nurse of any change in medication and/or health status of your child.

Your child may be screened for vision, hearing, height, weight, blood pressure, and speech during the school year.

The health office will have emergency Benadryl, Epi-Pen, Asthma rescue medication, and Narcan available for use in a life-threatening emergency including allergic reaction, anaphylactic reaction, acute asthmatic episode, or suspected drug overdose. These medications will be

administered by the school nurse or trained employee in accordance with written protocols signed by a licensed physician. Parent/Guardian will be notified **AFTER** administration of emergency medications. If Epi-Pen or Narcan is administered, 911 will be called first, then Parent/Guardian will be called.

If your child has an allergy that requires **food** modifications, please ask the nurse for a "Medical Statement for Student Requiring Special Meals" form that is to be completed by your child's medical provider.

IMMUNIZATIONS

In accordance with the Missouri School Immunization Requirements, to attend school, all students must have received, be in compliance with, and provide satisfactory evidence of the minimum number of immunizations required. If the student is exempt from immunizations, proof of disease or religious exemption, the required documentation form must be provided.

Students will be required to be immunized according to state regulation at the start of the school year or upon entry to school. Failure to comply with requirements will result in exclusion from school until proof of compliance is provided.

Students may continue to attend school if the immunization process has begun and is progressing on a schedule as recommended by the Department of Health.

Unimmunized students are subject to exclusion from school when exposure and/or outbreaks of vaccine-preventable diseases occur.

It is the responsibility of the parent/guardian to keep the school informed as to updates on immunization records.

COMMUNICABLE DISEASES

Students and staff are not to attend school while afflicted with any known contagious or infectious disease, or while liable to transmit such disease after having been exposed to it. School personnel may require any student to be examined by a physician if they believe the student can infect others. The student may be excluded from school until a physician determines the child cannot infect others, or until a recommended exclusion period has passed.

Students or staff with communicable disease should not be allowed to attend or work in a school or childcare setting until they are well. By enforcing the state communicable disease regulations, excluding students and staff who are ill, and promptly reporting all suspected cases of communicable disease, personnel working with students can help ensure the good health of the students in their care.

If your child has an elevated temperature of 100 degrees or more, he/she should remain home until they are fever free for 24 hours without the use of fever-reducing medication, such as acetaminophen/Tylenol and ibuprofen/Advil, since he/she may remain contagious to others. If your child has diarrhea or is vomiting, he/she needs to remain home until they have not had diarrhea or vomiting for 24 hours.

Exclusion days related to fever or other illness symptoms may be changed as recommended by the Polk County Health Center & Department of Health, in accordance with the CDC, due to pandemic recommendations.

HEAD LICE CONTROL / NO NIT POLICY

Head lice infestations can be prevalent in the school population. While lice infestations are not life threatening, the bites can cause severe itching and in extreme cases may cause secondary infections. When a number of head lice cases occur in a school, it takes a significant amount of time away from the classroom and educational program.

If head lice are found at home, please contact the school nurse so the class can be checked – thereby helping decrease the chance of further infestations. If the nurse discovers head lice, the parent/guardian of that student will be notified, and other students who reside with the infected student will be checked. If children are not properly treated, including complete removal of nits, re-infestation may occur. In order to protect our classroom time, we are following a "no nit" policy. All students found to have evidence of a lead lice infestation (lice and/or nits) will be excluded from school attendance until treated and all nits have been removed. Parents/guardians may be given written materials that explain methods to treat the infestation on the hair and in the home. There are several products on the market/over-the-counter for treating head lice. There are also head lice treatments that require a physician's prescription, but that will be the parent/guardian's choice.

If a student is infected with head lice/nits, the student should not return to school until the next day after the discovery of the head lice to allow for treatment. When a student returns they MUST be accompanied by a parent/guardian and will be screened by the school nurse before returning to class. If head lice and/or nits are found at that time, the parent/guardian will again be given instructions and the student will be excluded from school until the next day to allow for additional treatment. This process will continue until the student is free of head lice and/or nits. Students are NOT to be sent back to school on the bus without being checked by the nurse. Children who have been excluded and returned to school will be re-examined in 5-10 days to ensure that they remain free of infestation.

General head lice screenings may be done at the beginning of each semester as well at other

times during the school year if needed.

SOILED CLOTHES PROCEDURE

Students are to change out of soiled clothing as soon as possible. Students will not be permitted to sit in soiled clothing all day. This policy is intended to prevent the spread of infectious organisms as well as the overall health of the student.

MEDICATION POLICY

With the exception of students in special education programs or those with Section 504 accommodation plans, the school district is not obligated to supply nor administer medication to children, prescription or over-the-counter. However, the Board recognizes that some students may require medication for chronic or short-term illness during the day to enable them to remain in school and participate in their education. Therefore, the Board directs the superintendent and school nurse to establish procedures for the administration of medication for any student provided the following requirements below are met.

The purpose of administering medications in school is to help the student maintain an optimal state of health to enhance his or her education.

The intent of these medication guidelines is to ensure safe administration of medications.

All medications will be administered by the school nurse in the health office or by a trained school employee.

Medications should be limited to those required during school hours and necessary for the student's health and well-being while at school.

All medication orders shall be renewed at the beginning of each school year by the student's prescribing physician. Changes in medication shall have written authorization from the licensed prescriber and verbal verification with the parent.

Student medications, prescribed and over-the-counter, will only be administered with a completed and signed consent form by the parent/guardian. Consent must be given/received prior to administering medication.

Students having medication in their possession may be subject to disciplinary action.

I. Prescription Medication

- All prescription medications given in the school setting shall be prescribed by a licensed medical prescriber on an individual basis as determined by the child's healthcare provider. A Parental Consent for the Administration of Medication at School form shall be

completed by the parent/guardian.

- Medication prescribed by a medical provider must be in a prescription bottle with the prescription label, and should include the student's name, date of medication prescribed, name of medication, administering instructions, and name of prescriber. Your pharmacist can give you an extra-labeled prescription bottle to use for medication sent to school. The prescription label will be considered the equivalent of a prescriber's written order/direction, and a separate document is not needed from the provider.
- The district will not administer the first dose of any medication. The school nurse will not, without clarification from the prescriber, administer any medication if the dosage exceeds the recommendations of the manufacturer.
- The parent/guardian will supply the medication in a properly labeled container from the pharmacy, with only those doses to be given at school, and with any instructions for any special need for storage, i.e., refrigeration.
- Medication & supplies should not exceed a thirty-day supply.
- Students are not allowed to carry any prescription or non-prescription medication on themselves at any time except wherein the child's health may be in jeopardy without it. See below:

II. Prescription Medication for emergent care

Authorization for self-carry and administration of medications by the student will be done only in the exceptional circumstances wherein the child's health may be in jeopardy without it. Examples: emergency medications including inhalers, epinephrine auto-injectors (EpiPen), diabetic medications/supplies, epileptic medications, field trips, and other school sponsored activities that are either not during the school day or off of school property. If medication must be self-carried and/or self-administered, it must be under the following conditions:

- The parent/guardian of the student must complete the Authorization For Self-Carry / Administration of Medicine At School form. This form must also be signed by the prescribing physician.
- The medication must have the prescription label with specific directions for administration.

In such instances, the district does not assume responsibility for the medication or the student's use of it. If the student who is allowed to carry medication with him/her is found to be abusing the district guidelines for inappropriate use, then the student may lose the right to carry medication and discipline will be given if necessary.

III. Over-the-Counter (OTC) Medications

The school will use reasonable and prudent judgment in determining whether or not to administer any over-the-counter (OTC) medications.

- Outside of the school's medication standing orders, in accordance with the school's collaborating provider and signed consent by parent/guardian, NO over-the-counter medication will be given unless directed by a physician.
- Parent/Guardian must complete the parental consent for the administration of over-the-counter medication in school as approved by physician and provide the student's medical provider's information to obtain consent. Parent/Guardian may be required to provide any over-the-counter medications unless available through the school's standing orders.
- All over-the-counter medications must be brought in the manufacturer's original container with the child's name affixed to the container. All OTC medication brought to school must have an unexpired date clearly printed on the container or box.
- Medications must be age appropriate and will be dispensed as directed by physician and/or manufacturer's labeling.

III. Handling, Storage and Disposal of Medications

- **A parent/guardian shall deliver all medications to be administered at school to the school nurse or other person designated by the school nurse. NO MEDICATION SHALL BE TRANSPORTED ON THE SCHOOL BUS OR BY THE STUDENT. The medication must be in a pharmacy or manufacturer's labeled container.**
- Medication will be stored in a separate locked drawer or cabinet in the Nursing Office. Medication requiring refrigeration will be refrigerated in a secure area
- All medications shall be returned to the parent/guardian at the end of the school year (or the end of summer school if attending.) The parent/guardian will be responsible at the end of the treatment regimen for removing from the school any unused medication which was prescribed for their child. Medications not picked up by parent/guardian will be disposed of at the end of the school year.

P.E. FOR ELEMENTARY CLASSES

Due to safety reasons, students must have tennis shoes to participate in P.E. Students WILL NOT be allowed to participate in "Crocs," flip-flops, boots, dress shoes, etc. Excessively dirty tennis shoes will also not be allowed. It is best to send an extra pair of tennis shoes to school to leave in the gym for P.E. Participation grades will be affected when students are not able to participate due to inappropriate shoes. Students will not be allowed to remove their shoes and participate in PE in socks or barefoot. If student doesn't have appropriate footwear, the student will be required to walk stairs in order to receive the physical activity.

PRE-PLANNED ACTIVITIES

When you and your child are hosting an activity (birthday party, 4-H, Girl Scouts, etc.) and guests will be going home after school with you or your child, on the bus or private vehicle, please send the office a list of the guests. Each guest will also need a permission slip from his/her home. Hopefully, this will alleviate any anxiety at the end of the school day. This includes pre-planned overnights. PRIOR APPROVAL MUST BE GIVEN IF 5 OR MORE GUESTS ARE PLANNING TO RIDE THE BUS HOME WITH ANOTHER STUDENT.

READING ASSESSMENT AND PLAN

Per Section 167.645, RSMo, "each school district and charter school shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments."

Assessment Administration Requirements

- K-3 students must take the state-approved reading assessments.
- The kindergarten reading assessment must be administered before the end of the first semester and within the last 30 days of the school year.
- Grades 1-3 reading assessments must be administered within the first 30 days of the school year and within the last 30 days of the school year.
- Any newly-enrolled students in grades 1-5 must be assessed within the first 30 days of entering the district using a state-approved reading assessment to determine the level of reading or reading readiness.
- All students assigned a Reading Success Plan (RSP) and who have not exited the plan before the end of grade 3 must complete a beginning-and end-of-year assessment through grade 5 or until they exit their RSP, whichever comes first. These assessments must be administered within the first 30 days of the school year and within the last 30 days of the school year.
- Please contact the elementary office for more information regarding the K-3 Reading Assessment.

SUPERVISION OF STUDENTS

P.M. SUPERVISION

A. Supervision is not provided for students after school unless there is a scheduled activity that the student is signed up for. Elementary students may be in the school building after school for Student Council, tutoring, math practice, etc. Parents please be on time when your student stays after school for an extracurricular activity. Students must be picked up promptly after activities.

B. Elementary students are <u>not</u> to remain after school with older brothers or sisters while these students are attending high school events such as practices or meetings. If they are waiting for a Jr. High or Sr. High game, they are to go home and return at the appropriate time.

TOYS AT SCHOOL

Toys are not to be brought to school without permission from the teacher. Students that do bring toys to school without permission will have them taken away the first time and returned at the end of the day. The second incident will result in the toy being kept until the parent picks it up or until the end of the school year. Toys are not allowed on the school bus as well. Students and

parents assume the risk for any loss, theft, or damage that may occur if a toy or electronic device is brought to school.

VISITORS

Any person not enrolled in this school as a student or employed as a staff member must report to the office upon entering the building. All classroom visitors must have prior administrative approval. No school age visitors will be allowed during school hours. Parents and patrons of the district are always welcome in our school. They should simply check in upon arriving at school. Under most circumstances it is always best to schedule an appointment with the teacher(s) or principal ahead of time.

When a parent or grandparent visits school to eat lunch with a child or grandchild, it is best to notify the office in advance. While a lunch may be brought from home for the child, food may not be brought for or given out to any other students.

VOLUNTEERING

Anyone who has a student in a class may be a room parent for that class. Parents of students who move into the district during the school year have the opportunity to be a room parent by signing up with the classroom teacher and the Room Parent Director. They must follow guidelines established by the Elementary Principal and the Room Parent Director.

(Subject to change) The organizational meeting will be the night of Open House. Anyone interested in being a Room Parent will sign up that night and later be contacted by the Room Parent Director or Room Parent Chairperson for the class. Please always keep in mind that class parties are for the students, and we need to do what is in the best interest of all the students in the classroom. Room Parents report to their Room Parent Chairperson who reports to the Room Parent Director, who in turn reports to the Elementary Principal.

Elementary Principal

* Direct and Establish Volunteering Procedures in the building.

Room Parent Director

* Appointed by the PTA
* Work with the Elementary Principal in establishing what parties Room Parents are responsible for
* Serve as a contact person for special needs from Room Parent Chairperson
* Distribute any and all information to Room Parent Chairpersons.

Room Parent Chairperson

* Work with the teacher at all times, keeping them informed of what the Room Parent group plans to do for the students during parties.
* Lead class Room Parents
* Organize and coordinate school parties for that specific room
* Keep other parents from that class informed
* Notify Director of schedules and other important information
* Establish contact information for class Room Parents

Room Parents

* Work in the room that they have a child in
* Work with the chairperson and the other parents on class parties.

Those who are interested in regular volunteering, beyond being a “room parent” at parties, must

first complete and pass a background check.

STUDENT DISCIPLINE

Board Policy JG-R

STUDENT DISCIPLINE

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

Reporting to Law Enforcement

It is the policy of the Halfway 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.

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. The board authorizes building level administrators to use discretion concerning disciplinary actions based upon the severity and circumstances of the offense. 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.

DISCIPLINE

Discipline Definitions:

Minor misconduct - any behavior that disrupts, interrupts, or distracts from the learning process. This is usually handled with an individual conference between the student and teacher to make the student aware of his/her ppor judgement regarding a particular incident. Repeated minor misconduct will result in a referral to the princpal.
Major misconduct - any behavior that is unacceptable, initiated imporpoer or offenssive actions, and affects the safety of students or others. Major misconduct will result in a referral to the principal.
Conference - A school official (teacher, administrator, or counselor) will talk to the student and try to reach an agreement regarding how the student should behave.
Parent Involvement - Parents may be notified by a telephone call, personal contact, letter, or online messaging. A conference may be conducted between the student, his/her parents, and appropriate school personnel.
Recess detention - Used for minor misconduct/infractions of the rules. Student will miss part or all of recess.
Lunch detention - used for minor misconduct/infractions of the rules. Student will sit alone at a separate table during lunch.
In School Suspension - This action occurse when a student’s behavior warrants removal from classes for a period of time, but suspension or expulsion from school is not recommended. Students and parents should understand that continued non-compliance could result in out of school suspension.
Out of School Suspesion - The student and parent will be informed that the student will be suspended from attending school for the designated period of time. A student supsneded may not attend school functions within their OSS timeline. Students who have been assigned OSS (Out-of-School Suspension) will be allowed to make up work missed during OSS for 50% credit of grade earned.

Levels of Behavior -

Level 1 infractions are minor misbehaviors that can be corrected by reminding students of school wide expectations. Minor misconduct is any behavior that disrupts or distracts from the learning process. Level 1 infractions are handled in the classroom by the teacher.	
Sample Behaviors	Possible consequences
Including but not limited to: ● excessive talking ● talking out ● inappropriate voice level ● out of seat ● unprepared for lesson ● off task ● inappropriate tone of voice ● making noises ● not following directions	1. verbal warning/redirection 2. reteach expectation 3. contact parent/guardian

Level 2 infractions are behaviors that may not require immediate administrative involvement but the principal will be notified and an office referral may be made.	
Sample Behaviors	Possible consequences
Including but not limited to: ● refusal to comply with directions/defiance ● disruptive behavior ● failure to keep hands and feet to self (low intensity) ● excessive teasing of peers ● inapprpriate use of technology (low intensity) ● chronic level 1 infraction	1. recess detention (assigned by teacher) 2. lunch detention (assigned by teacher) 3. loss of privilege 4. parent/guardian contact or conference 5. referral to office 6. other

Level 3 infractions (major misconduct) are illegal, immediate harm to self or others, and/or direct defiance of authority. Level 3 infractions will result in an office referral. Consequences will be handled by principal.	
Sample Behaviors	Possible consequences
● does not keep hands, feet, and objects to self (actions inovling two parties that	1st offense - conference with student, parent notified, recess and/or lunch detention

lead to a serious physical contact where injury may occur such as hitting, punching, hitting with object, kicking, scratching) (high intensity)	2nd offense - 1 day ISS or 1 swat 3rd offense - 3 days ISS or 2 swats 4th offense - 1 day OSS or 3 swats 5th offense - 3 days OSS
● disrespectful towards school personnel (any class of verbal or nonverbal behavior that is disrespectful including but not limited to: noncompliance, talking back, lying, arguing, shouting, profanity, verbal or written words that are unacceptable)	1st offense - conference with student, parent notified, recess and/or lunch detention 2nd offense - 3 days of recess and lunch detention 3rd offense - 1 day ISS or 1 swat 4th offense - 3 days ISS or 2 swats 5th offense - 1 day OSS or 3 swats
● Innapropriate language (uses words to threaten or harm another student, uses vulgar language towards others, uses profanity)	1st offense - conference with student, parent notified, recess and/or lunch detention 2nd offense - 3 days of recess and lunch detention 3rd offense - 1 day ISS or 1 swat 4th offense - 3 days ISS or 2 swats 5th offense - 1 day OSS or 3 swats
● Insubordination (refusal to follow adult directions)	1st offense - conference with student, parent notified, recess and/or lunch detention 2nd offense - 3 days of recess and lunch detention 3rd offense - 1 day ISS or 1 swat 4th offense - 3 days ISS or 2 swats 5th offense - 1 day OSS or 3 swats
● Harrasment/bullying/verbal assault (disrespectful messages to another person that might include threats and intimidation, obscene gestures or written notes, name calling)	1st offense - conference with student, parent notified, recess and/or lunch detention 2nd offense - 3 days of recess and lunch detention 3rd offense - 1 day ISS or 1 swat 4th offense - 3 days ISS or 2 swats 5th offense - 1 day OSS or 3 swats

(A comprehensive listing of specific discipline infractions and consequences can be found at halfwayschools.org under Board Policy JG-R1 —Student Discipline. If you would like a hard copy of this policy, please contact the elementary office at 445-2215 ext. 1.)

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 by a school administrator in the presence of a certified staff member. It should never be inflicted in the presence of other pupils, nor without a witness.

Corporal punishment shall be administered only by swatting the buttocks with a paddle. When it becomes necessary to use corporal punishment, it shall be administered so that there can be no chance of bodily injury or harm. Striking a student on the head or face is not permitted.

The administrator 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.

A staff member may, however, use reasonable physical force against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of the student or other persons or to protect property of the school district. Restraint of students in accordance with the district's policy on student seclusion, isolation and restraint is not a violation of this policy.

REQUIRED NOTIFICATIONS

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

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

•Inspect, upon request and before administration or use –
1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or

other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Halfway R-III Schools has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Halfway R-III Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Halfway R-III Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Halfway R-III Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:
•Collection, disclosure, or use of personal information for marketing, sales or other distribution.
•Administration of any protected information survey not funded in whole or in part by ED.
•Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

PUBLIC NOTICE
CONCERNING SPECIAL EDUCATION AND RELATED SERVICES TO CHILDREN AGES THREE TO TWENTY-ONE

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

Halfway R-III Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

Halfway R-III Schools has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Superintendent's Office during regular school days.

This notice will be provided in native languages as appropriate.

DESE ESSA COMPLAINT PROCEDURES -- See page 4

Parents Right to Know ESEA Statute (Section 1112)(e)(1)(B)(ii) Section 1112 (e) covers the Parents Right to Know, which includes the following required notifications to parents: (1) INFORMATION FOR PARENTS.— (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) Whether the student's teacher— (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher. (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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NONDISCRIMINATION AND ANTI-HARASSMENT

A. Anti-Discrimination Law Compliance

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

Marital, maternal or paternal status shall not affect the rights and privileges of district students to receive an education. Those students are eligible to participate in all activities and receive all honors the same as any other students enrolled in the school district.

B. Collateral Prohibitions

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

(1) Retaliatory actions based on making complaints of prohibited discrimination or participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination;

(2) Aiding, abetting, inciting, compelling or coercing discrimination; and

(3) Discrimination against any person because of such a person's association with a person protected from discrimination due to one or more of the above-stated characteristics.

C. Compliance Officer Appointment

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

Superintendent
2150 Highway 32
Halfway, MO 65663
Phone: 417-445-2351
Fax: 417-445-2026

D. Reporting and Complaint

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

E. Grievance Procedure and Resolution of Complaints

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

F. Confidentiality and Records

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

G. Public Notice and Dissemination

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

H. Limitations

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

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

Adopted: September 15, 2003

Revised:

Cross Refs: EHB, Technology Usage
GBCB, Staff Conduct
GBEBB, Employee Alcohol and Drug Testing
GBH, Staff/Student Relations
GBM, Staff Complaints and Grievances
GCD, Professional Staff Recruiting and Hiring
GDC, Support Staff Recruiting and Hiring
IGBA, Programs for Students with Disabilities
IGBCB, Programs for Migrant Students
IGBH, Programs for Limited English Proficient/Language Minority Students
IGD, District-Sponsored Extracurricular Activities and Organizations
IGDJ, Interscholastic Athletics
JFCF, Hazing and Bullying
JFH, Student Complaints and Grievances
KL, Public Complaints

Legal Refs: P.L. 92-318, Education Amendments of 1972, Title IX 45 CFR, Parts 81, 86 (*Federal Register*, June 4, 1975; August 11, 1975)
"Notice of Nondiscrimination," Office of Civil Rights, U.S. Dept. of Ed., September 1996
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e *et seq.*
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681
Rehabilitation Act of 1973, 29 U.S.C. § 794
Family and Medical Leave Act, Prohibited Acts, 29 U.S.C. § 2615
Fair Labor Standards Act, Equal Pay Provisions, 29 U.S.C. § 206(d)

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
Age Discrimination in Employment Act, 29 U.S.C. §§ 621 *et seq.*
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101 *et seq.*
Missouri Human Rights Act, §§ 213.010 *et seq.*, RSMo.
Female Employees' Wages, §§ 290.400 *et seq.*, RSMo.
Gebser et al. v. Lago Vista Ind. School Dist., 118 S.Ct. 1989 (1998)
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998)
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998)
Oncale v. Sundowner Offshore, 118 S.Ct. 998 (1998)

Harris v. Forklift Systems, Inc., 510 U.S. 17 (1993)
Davis v. Monroe County Bd. of Ed., 120 F.3d (11th Cir. 1997), *Cert. granted,* S.Ct. (1998)

Halfway R-III School District, Halfway, Missouri

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PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

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

Definitions

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

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

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

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

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.

2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.

3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education -- An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child -- Any individual age 3-21.

Parent -- Parent, legal guardian or person otherwise responsible for the child.
Language Instruction Education Program -- An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation

of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is Kay DeMoss.

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

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

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

Adopted: October 20, 2004

Revised: February 20, 2008

Cross Refs: AC, Prohibition Against Illegal Discrimination and Harassment
CGC, State and Federal Programs Administration

MSIP Refs: 8.3.1

Legal Refs: Equal Educational Opportunities Act, 20 U.S.C. § 1703(f)
English Language Acquisition, Language Enhancement, and Academic Achievement Act, 20 U.S.C. §§ 6811 - 6871
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
34 C.F.R. Part 100
Plyler v. Doe, 457 U.S. 202 (1982)
Lau v. Nichols, 414 U.S. 563 (1974)
Castaneda v. Pickard, 648 F.2d 989 (5th Cir.1981)

Halfway R-III School District, Halfway, Missouri

PROGRAMS FOR HOMELESS STUDENTS

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

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.

4. Migratory children who meet one (1) of the above-described circumstances.

Enrollment/Placement

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

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

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

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

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

Services

Each homeless student shall be provided services comparable to services offered to other students in the district

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

Transportation

If the homeless student's school of origin and temporary housing are located in the Halfway R-III School District, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin and temporary housing are located in two (2) different school districts, the districts will equally share the responsibility and costs for transporting the student.

Records

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

Coordinator

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

Elementary Principal
2150 Highway 32, Half Way, MO
Phone 417-445-2215

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

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

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

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

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

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

6. Enrollment disputes are mediated in accordance with law.

7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing

transportation to the school selected.

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

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

Resolving Grievances

Level I -- A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five (5) business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

Level II -- Within five (5) business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five (5) business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

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

Level IV -- If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P. O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education.

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

Adopted: September 15, 2003

Revised:

Cross Refs: EEA, Student Transportation Services
JEC, School Admissions
JECA, Admission of Resident Students
JECB, Admission of Nonresident Students
JECC, Assignment of Students to Grade Levels/Classes

Legal Refs: §§ 167.020, .181, 210.003, RSMo.
19 CSR 20-28.010
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
34 C.F.R. Part 99
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. § 11431 *et*

Halfway R-III School District, Halfway, Missouri
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PROGRAMS FOR MIGRANT STUDENTS

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

1. Identify migratory students and assess the educational and related health and social needs of each identified student.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.

3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.

4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.

5. Provide parents an opportunity for meaningful participation in the program.

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

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

Adopted: July 17, 2003

Revised:

Cross Refs: AC, Nondiscrimination and Anti-Harassment
CGC, State and Federal Programs Administration
IGBC, Parent/Family Involvement in Instructional and Other Programs
IGBCA, Programs for Homeless Students
IGBH, Programs for Limited English Proficient/Language Minority Students
JEC, School Admissions

Legal Refs: No Child Left Behind Act of 2001, P.L. 107-110
34 C.F.R. §§ 200.40 - .45

Halfway R-III School District, Halfway, Missouri

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STUDENTS IN FOSTER CARE
(K-12 Districts)

FILE: IGBE Critical
STUDENTS IN FOSTER CARE (K-12 Districts) The Halfway R-III School District recognizes that students in foster care face unusual educational challenges. The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the district will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services. Definitions Foster Care - Twenty-four-hour substitute care for children placed away from their parents/guardians and for whom the CD has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions and pre-adoptive homes, regardless of whether the home, shelter, facility or institution is licensed or receives payments from the state. Foster Care Student - Any pre-K-12 student who is residing in a foster care setting in this state or who is awaiting foster care. School of Origin - The school or preschool in which the student was enrolled at the time of placement in foster care. If the student's placement changes, the school of origin is the school or preschool in which the student was enrolled at the time of the change.
Liaison/Point of Contact The district designates the following individual as the liaison for foster care students: Counselor 2150 Highway 32 HalfWay, Missouri 65663 Phone 417-445-2200 Fax 417-445-2026 The liaison will provide assistance regarding all aspects of the enrollment, placement, transfer and withdrawal of children in foster care and serve as the point of contact for DESE and the CD. Portions 8 2018, Missouri School Boards= Association For Office Use Only: IGBE-C.1C (7/18) Page 1
FILE: IGBE Critical
The liaison will also work with DESE and the CD to implement the district's complaint resolution process.
Enrollment and Placement of Foster Care Students Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Halfway R-III School District will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records. Foster care students who attend school in the district because attending the school of origin was not in their best interest will be initially placed in the same courses and programs the students were in while attending the previous district to the extent this district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate (IB), Advanced Placement (AP), English Learner (EL), special education and gifted programs. If necessary, the district will waive course or program prerequisites or other preconditions for placement in courses or programs offered at the district. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's foster parent.
Best-Interest Determination Placement Within three days of the student enrolling, the liaison will organize a meeting or consultation to determine which placement is in the best interest of the student. The meeting or consultation will include a representative of the CD; the foster parents; a representative from the school of origin; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team

and, using child-centered criteria, including the appropriateness of the current educational setting and proximity to the school in which the student is enrolled at the time, will determine the best placement for the student. Transportation costs will not be a factor. If the BID team cannot reach a consensus regarding the best placement, the representative from the CD will make the final determination. Portions 8 2018, Missouri School Boards= Association Page 2 For Of ice Use Only: IGBE-C.1C (7/18)

FILE: IGBE Critical
The district of placement may bill the district of residence for local tax effort in accordance with law.
Dispute Resolution If the legal, putative or biological parent (parent) or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, the parent or educational decision maker ("disputant") may contact the liaison to implement the dispute resolution process. The liaison will provide the disputant with a copy of the district's dispute resolution procedures and answer any questions about the resolution process.
Transportation If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided promptly and in a cost-effective manner in accordance with law. If there are additional costs incurred by the school of origin, the costs will be paid by the CD or the district or shared by the CD and the district. Transportation Disputes Disputes over transportation will be handled in the same manner as disputes over placement.
Records The foster care liaison will provide foster parents and other legal guardians access to student records. In accordance with law, the district will allow a child-placement agency access to a foster care student's records for the purposes of assisting the school transfer or placement of a student and fulfilling educational case management responsibilities required by the juvenile officer or by law. The liaison will ensure that student records are properly transferred between the Halfway R-III School District and any other district from or to which foster students transfer. When a request involves a foster care student, the liaison will: 1. Respond within three business days to a request for records by another district, and 2. Request records from other districts within two days of enrolling a student. Portions 8 2018, Missouri School Boards= Association For Office Use Only: IGBE-C.1C (7/18) Page 3 FILE: IGBE Critical
Attendance If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and the district will not lower the student's grade as a result of absence under these circumstances. Programs and Activities The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Locally imposed application deadlines for participation in extracurricular activities will be waived for foster care students who are otherwise eligible to participate in the activities. Participation in activities governed by the Missouri State High School Activities Association (MSHSAA) will be permitted in accordance with the rules established by MSHSAA. Foster care students are automatically eligible for participation in the district's free nutrition program.
Graduation In order to facilitate timely graduation of foster care students, the district will: 1. Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school. If such coursework is not waived, the district will provide reasonable justification for the denial. 2. Accept the results of exit exams, end-of-course exams, nationally norm-referenced tests or alternative testing from another school to satisfy district testing requirements related to graduation. 3. Accept for credit full or partial coursework completed at the previous school attended in accordance with district policy. If a foster care student who enrolls in the district at the beginning of or during his or her senior year cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, the liaison will contact the student's previous district to determine whether the student is eligible to receive a diploma from the previous school. Portions 8 2018, Missouri School Boards= Association Page 4 For Of ice Use Only: IGBE-C.1C (7/18) FILE: IGBE Critical The Halfway R-III School District will award a diploma to foster care students who transfer out of the district at the beginning of or during the senior year if, considering all courses, tests and attendance at the school to which the student transferred, the student has met the Halfway R-III School District graduation requirements. * * * * * * * Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information. Adopted: March 13, 2013 Revised: November 15, 2017 September 19, 2018 Cross Refs: JCB, Intradistrict Transfers JCC, Interdistrict Transfers JEC, School Admissions JECA, Admission of Students JECC, Assignment of Students to Grade Levels/Classes JED, Student Absences and Excuses JO, Student Records Legal Refs: §§ 160.1990, 167.018 - .019, 210.760, .1050, RSMo. The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6311 - 6322 34 C.F.R. § 299.13 45 C.F.R. § 1355.20 Halfway R-III School District, Halfway, Missouri Portions 8 2018, Missouri School Boards= Association For Of ice Use Only: IGBE-C.1C (7/18) Page 5

DISPUTE RESOLUTION PROCEDURES
Foster Care

DEFINITIONS Dispute Resolution Procedures Foster Care
BEST INTEREST DECISION MAKING: Using child-centered criteria for determining which educational setting is best for a particular child or youth. Decisions should be made on a caseby-case basis. The cost of transportation should not be considered.
DEPARTMENT OF SOCIAL SERVICES (DSS): A department within Missouri government that oversees Missouri Children's Division
DEPARTMENT OF SECONDARY AND ELEMENTARY EDUCATION (DESE): EDUCATIONAL DECISION-MAKER: Child's placement provider unless noted otherwise
FAMILY SUPPORT TEAM: Comprised of the parent(s), legal counsel for the parent(s), placement provider, Children's Division (or contracted case management agency assigned to the case), guardian ad litem, volunteer advocate for the child, and/or other individuals as appropriate or needed
FOSTER CARE: 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)
LOCAL EDUCATIONAL AGENCY (LEA) MISSOURI CHILDREN'S DIVISION (CD): The state agency that retains the legal custody of children who are in alternative care. This agency is under the Department of Social Services (DSS)
PARENT: Legal, putative, and/or biological parent to the child
SCHOOL OF ORIGIN: The school of origin is the school in which a child is enrolled at the time of placement in foster care. An SEA and its LEAs must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change
SCHOOL OF RESIDENCY: Student resides and is domiciled within the district with a parent, military guardian or court-ordered legal guardian
STATE EDUCATIONAL AGENCY (SEA)

OVERVIEW In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the following process must be used: 1. Level I of the appeal is to the Superintendent or Designee; 2. If the dispute is unresolved at the first level, the final appeal (Level II) is to the Department of Elementary and Secondary Education (DESE).
If a dispute arises over the Best Interest Determination, the child or youth shall remain in his or her school of origin, while the dispute is being resolved, to minimize disruptions and reduce the number of moves between schools. The LEA must collaborate with Children's Division and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DESE. Disputes may only be filed by the educational decision-maker or parent. The two parties may not use the school district dispute resolution process to resolve disagreements amongst themselves.
The Dispute Resolution Process If the educational decision-maker or parent disagrees with the Best Interest Determination (BID), the LEA shall inform them in a language and format understandable, of their right to appeal the BID. They shall also be provided the following: 1. The contact information for the LEA foster care point of contact. 2. An explanation of the Best Interest Determination. 3. A step-by-step description of how to dispute the BID (Level I procedure). 4. A statement ensuring the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution. 5. Timelines for resolutions of the dispute at each level. 6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory.

LEVEL I: LEA Superintendent or Designee
1. Initiating the Level I Dispute To dispute a decision related to BID for a child in foster care, an educational decision-maker or parent must request a dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment. The submission of the appeal letter by email or delivered to a building in the BID district initiates the dispute. If submitted by email, the subject "Foster Care

Appeal" should be in the subject line. The appeal letter must include the requestor's name and contact information. The educational decision-maker or parent must submit the appeal letter within ten (10) days of receiving from the LEA written notice of the right to dispute the decision. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately. Students attending their school of origin during the dispute process will be entitled to receive transportation. Transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.
2. LEA Decision The superintendent or superintendent's designee will arrange for a personal conference to be held with the educational decision-maker or parent, the student (if appropriate), and the child's case manager or point of contact. The superintendent must have all documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of the LEA's receipt of the appeal letter and will take place as expeditiously as possible. Within five (5) days of the conference, the superintendent or superintendent's designee will inform the educational decision-maker or parent and all parties who attended the conference with the superintendent of the decision in writing, using the contact information provided in the appeal letter. The written decision provided to the educational decision-maker must include: 1. A copy of the complete Level I appeal packet. 2. The decision rendered at Level I by the superintendent or designee and an explanation of the decision. 3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact.
*Please make sure all documentation is dated. If the educational decision-maker or parent disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker or parent shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA.

Level II: SEA
1. Initiating the Level II Dispute If the student's educational decision-maker or parent disagrees with the decision rendered by the LEA's superintendent at Level I, he/she may appeal the decision to the SEA point of contact. To appeal to Level II, an educational decision-maker or parent must request an appeal in writing by submitting a dated appeal letter, which must include: The school in which enrollment is sought and the basis for seeking enrollment in that school. The name and contact information (phone, email, and mailing address) for the educational decision-maker or parent. Best Interest Determination meeting notes and reports. A copy of the previous appeal letter submitted by the educational decision-maker or parent. A copy of the decision rendered by the LEA at Level I. The letter must be submitted in writing to the SEA foster care point of contact, with the subject "Foster Child Appeal". The letter must also be submitted to the LEA superintendent via email or delivered to any building in the LEAs district, to the attention of the superintendent. The appeal letter must be submitted to both the SEA and LEA superintendent within five (5) days of receiving the Level I appeal decision from the LEA. The LEA has an additional five (5) days, from its receipt of the educational decision-maker or parent's appeal, to submit its response to the appeal letter to the SEA foster care point of contact, via email with the subject "Foster Child Appeal". Documents submitted by either party after the applicable deadlines will not be considered. The student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the dispute process. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies. 2. SEA Decision The Level II decision will be made by a three-person panel including the SEA foster care point of contact, another SEA staff member, and a representative of the state child welfare agency. The panel shall make a final decision within thirty (30) days of receipt of the dispute. **Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time. The SEA foster care point of contact will forward the final written decision to the educational decision-maker or parent and the LEA superintendent.
The written decision must include: 1. A copy of the complete Level II packet. 2. The decision rendered at Level II and an explanation of that decision. The LEA must implement the SEA's decision in full, immediately. The SEA shall maintain a record of all disputes related to children in foster care. For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level.
Documented patterns of excessive disputes to the SEA from particular LEAs and/or local child welfare agencies will be reviewed by the SEA and State child welfare agency and appropriate measures will be taken to ensure compliance by both agencies. All parties are encouraged to seek assistance from the Foster Care Point of Contact at the State Educational Agency (SEA) and the Education Coordinator at the State Child Welfare Agency (or similar personnel) prior to any dispute.

ASSESSMENT PROGRAM

The district will use assessments as one (1) 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 annually 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).

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 have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

2. *Student 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 toward established goals.

5. *Adequate Yearly Progress* - To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

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

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 its students with limited English proficiency.

Statewide Assessments

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

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.
If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

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

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

National Assessment of Educational Progress

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

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

Adopted: September 15, 2004

Revised: May 18, 2005
March 17, 2010

Cross Refs: JHD, Student Guidance and Counseling
JO, Student Records
KB, Public Information Program

MSIP Refs: 6.2

Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Halfway R-III School District, Halfway, Missouri

STUDENT RECORDS

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 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

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal or inappropriate disclosure by adherence to the principles of confidentiality and privacy. The information shall be protected regardless of whether the information is received orally, in writing or electronically and regardless of the type of record or method of storage.

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as directory information:

Students in kindergarten through sixth grade – Student's name; parent's name; birthday; grade level; participation in school-based activities and sports; honors and awards received; artwork or coursework displayed by the district; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

Seventh through Twelfth grade students – Student's name; parent's name; grade level; participation in school-based activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; artwork or coursework displayed by the district; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

Parent and Eligible Student Access

All parents will have the right to inspect their child's education records as allowed by law. As used in this policy, a "parent" includes a biological or adoptive parent, a guardian or an individual acting as a parent in the absence of a natural parent or guardian. The district will extend the same rights to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally revoked. The rights of the parent transfer to the student once the student turns 18, or attends an institution of postsecondary education, in accordance with law.

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

The district will annually notify parents and eligible students of their rights in accordance with law.

Law Enforcement Access

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in 20 U.S.C. § 1232g (b)(1)(E).

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

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

Children's Division Access

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

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

Adopted: February 21, 2001

Revised: October 12, 2005
July 15, 2009

Cross Refs: EFB, Free and Reduced-Cost Food Services
EHB, Technology Usage
GBCB, Staff Conduct
IGBA, Programs for Students with Disabilities
IGDB, Student Publications
IIAC, Instructional Media Centers/School Libraries

IL, Assessment Program
KB, Public Information Program
KBA, Public's Right to Know
KDA, Custodial and Noncustodial Parents
KI, Public Solicitations/Advertising in District Facilities
KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.020, .022, .115, .122, .123, 210.115, .865, 452.375, .376, 610.010 – .028, RSMo.
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 – 7941
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794

Earthquake Safety for Missouri's Schools

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

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

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

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

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

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years

or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

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

Prepare a Home Earthquake Plan

- Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.
- Choose an out-of-town family contact.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

Eliminate Hazards

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

Prepare a Disaster Supplies Kit for Home and Car

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

Know What to Do When the Shaking BEGINS

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

Know What to Do AFTER the Shaking Stops

- Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
- Check others for injuries. Give first aid for serious injuries.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
- Listen to the radio for instructions

- Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Use the telephone only to report life-threatening emergencies.

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

ASBESTOS PUBLIC NOTICE

Halfway R-III Schools has asbestos in the following locations:
Floor Tile:
North wing of high school (1975 addition) Tested +
West wing of elementary (1964 addition) Tested +
Baseboard and Floor Tile Adhesives Assumed
North wing of high school (1975 addition)
West wing of elementary (1964 addition)
Textured Paint (ceiling) Assumed
Rm 1B above drop ceiling
Fire Doors:
North wing of high school (1975 addition) Assumed
West wing of elementary (1964 addition)
Thermal Insulation:
Old high school above drop ceiling, on north end of the east hallway Tested +
All of the asbestos is all non-friable and does not pose a health threat as long as it is undisturbed. The district has an asbestos management plan located at 2150 Hwy 32, Halfway, MO 65663. If you have any questions, please contact Mike Watkins, maintenance supervisor for Halfway R-III Schools at 445-2211.

Last updated: May 27, 2009

INTERROGATIONS, INTERVIEWS AND SEARCHES

Searches by School Personnel

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

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

It is a privilege, not a right, to park on school grounds. The school retains the authority to conduct routine patrols of any vehicle parked on school grounds. The interior of a student's automobile on school premises may be searched if the

school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or district policy.

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

School employees and volunteers, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is strip searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

During an examination, and if reasonable under the circumstances, school employees may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or screen a student for medical conditions.

School Resource Officers

The school resource officer (SRO) may interview or question students regarding an alleged violation of law. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

Interview with Police or Juvenile Officers/Other Law Enforcement Officials

Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. It is the responsibility of the principal or designee to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.

When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private. The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians unless the interviewer raises a valid objection to the notification.

Removal of Students from School by Law Enforcement Officials

Before a student at school is arrested or taken into custody by a law enforcement official or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parents/guardians that the student is being removed from school.

Interview with the Children's Division

Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. The district liaison will work with CD to arrange such meetings so they are minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and

record the identity of any CD representatives who request to meet with or take custody of a student.

Contacts by Guardian Ad Litem and Court-Appointed Special Advocate

When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the school principal or designee must be notified. The principal will verify and record the identity of the individual through the court order that appoints him or her. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

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

Adopted: August 20, 2003

Revised: September 15, 2004

Amended: April 20, 2005

Cross Refs: ECD, Traffic and Parking Controls
KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.166, 210.145, 544.193, RSMo.
New Jersey vs. T.L.O., 469 U.S. 325 (1985)

Halfway R-III School District, Halfway, Missouri

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AUDIO AND VISUAL RECORDING

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

Definitions

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

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

Outside Entity - Any individual, group, organization or corporation other than the administration, officers, staff or students of the Halfway R-III School District or individuals authorized to act for the district.

Recording by Outside Entities

The Halfway R-III School District prohibits the use of video or audio recording equipment on district property or at

district activities by outside entities without permission from the superintendent or designee unless otherwise authorized by law. This prohibition shall not apply to:

1. Performances or activities to which the general public is invited such as athletic competitions, concerts and plays.

2. Recording of staff for the sole purpose of professional training or development.

3. Open meetings of the Halfway R-III School District Board of Education or committees appointed by or at the direction of the Board.

4. Outside entities, including student-initiated groups, using or renting district facilities in accordance with Board policies and established administrative procedures.

Recording by District Personnel

The district may make audio or visual recordings to provide security, to maintain order, for professional staff development use or for other purposes related to furthering the educational mission of the district. This may include the use of video equipment in school buildings and on district transportation. No recording equipment will be placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms. 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.

Recording by Students

The Halfway R-III School District prohibits the use of video or audio recording equipment on district property or at district activities by students except:

1. If required by a school-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.

Recording of Meetings

The Board of Education prohibits the use of audio, video or other recording devices at meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as other meetings between district employees and parents/guardians. Exceptions to this prohibition will be made only in accordance with Board policy and law. Requests for such exceptions must be made within a reasonable period of time prior to the scheduled meetings. This prohibition does not apply to conversations held within view of district security cameras.

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

Adopted: February 20, 2008

Revised:

Cross Refs: BDA, Board Meetings
BDC, Closed Meetings, Records and Votes
BDDL, Release of Information
ECA, Buildings and Grounds Security
IGDA, Student-Initiated Group Use of District Facilities
JO, Student Records

Legal Refs: §§ 610.010 - .035, RSMo.
The Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
34 C.F.R. Part 300
The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g
34 C.F.R. Part 99