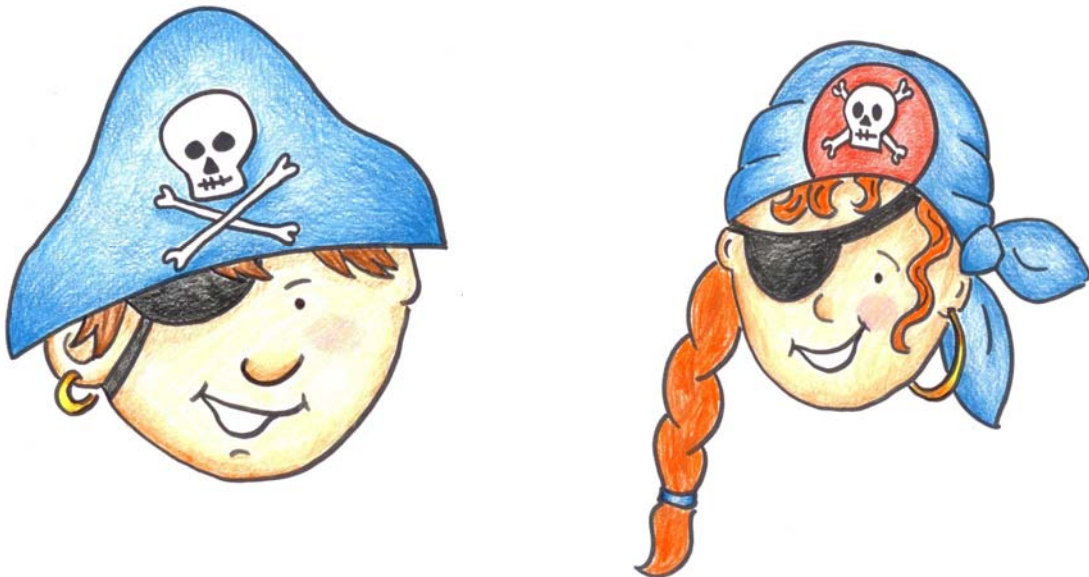


BOONVILLE R-1  
DAVID BARTON ELEMENTARY  
SCHOOL  
STUDENT HANDBOOK  
2019-2020



David Barton Elementary  
814 Locust St.  
Boonville, MO 65233  
660-882-6527 – phone  
660-882-2473 – fax

First Student Bus Services  
660-882-7421

**BOARD OF EDUCATION  
BOONVILLE R-1 SCHOOLS**

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660-882-7474  
Mr. Fred Smith, Assistant Superintendent for Student Services  
660-882-7474  
Brett Frerking, David Barton Principal  
Laurie Painter, David Barton Assistant Principal  
660-882-6527

**Notice of Nondiscrimination**

The Boonville R-1 School District has adopted policies which affirm its compliance with applicable statutes regarding nondiscrimination on the basis of race, color, national origin, ancestry, religion, socioeconomic status, marital status, sex, age or handicapping condition. The institution is therefore in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973.

Any person having inquiries concerning Boonville R-1 School District's compliance with regulations implementing the acts listed above are directed to contact the Superintendent of Schools, 736 Main Street, Boonville, MO 65233, who has been designated to coordinate the institution's efforts to comply with these regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education regarding compliance activities.

**BOONVILLE R-I SCHOOL DISTRICT  
VISION STATEMENT**

All students in the Boonville R-I School District will reach their maximum potential by working in a school environment that will foster and accelerate their intellectual, physical, social and career development.

**BOONVILLE R-I SCHOOL DISTRICT  
MISSION STATEMENT**

The mission of the Boonville R-I School District is to provide all students with the opportunity to receive a quality education, become responsible individuals, competent workers and contributing citizens.

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## Attendance

Attendance directly affects academic success. As the parent, it is your responsibility that your child attends school daily. Excessive tardies and/or absences can negatively affect your child's success in school. If a student is absent, the parent must call the school by 8:30 a.m. The office staff will call those who do not notify the school of the student's absence. If a student has an appointment for which he/she must leave during school hours, she/he should bring a note to the school office before classes begin stating when and how she/he is to leave school. The parent must check the child out in the office. District attendance policy is located at the end of this handbook.

### To contact the office: David Barton Elementary 882-6527.

E-mail is a great way to contact school staff. Teachers can respond quickly to parent questions. To email a teacher at David Barton, follow these directions:

- At the top, go to the school's tab and click on the school you need, *David Barton Elementary*.
- At the top, under the family's tab, click on *Staff Directory*.
- Click on the e-mail of the staff member you wish to contact, and then type your message.

**Perfect Attendance:** Perfect attendance awards are given only at the end of the year. To receive the award, a student cannot miss more than **three hours** during the year.

**Arrivals and departures:** David Barton students who eat breakfast may arrive at 7:35 a.m. Students that arrive before 7:40 and do not eat breakfast is greatly discouraged as supervision is not available. The classroom bell rings at 7:55 a.m. Students not in the classroom at 8:05 a.m. are considered tardy. The front circle drive is reserved for cars. For the safety of all children, please do not double park at any place in the school drive. Parents are not to use the back drive during school hours. The back drive is reserved for buses. David Barton walkers will be dismissed at 3:05 p.m.

The school office must be notified of any changes in your child's dismissal plans. Please send a note with your child or call the office by 2:00pm to give changes for dismissal only if necessary. It is important for your child to have the same dismissal plan each day, if possible, to keep consistency and avoid confusion.

## Meals

At this time, all students K-8 are provided free lunch and breakfast. This meal program is provided by the Department of Education and meets state and national school meal guidelines.

### Visitor Lunch Expectations

Students at David Barton will have one lunch choice. Parents are always welcome to eat a school lunch with their child/grandchild. Children are always excited when they have a special friend join them for lunch. Listed are some procedures that need to be followed to ensure that our daily lunch routine is not negatively affected by your visit. As you may or may not know, there are 100-125 students in the cafeteria eating lunch. We want this to be a positive time for them where they can interact quietly with their peers, but also learn about good manners. Your assistance in the following would be much appreciated:

- Please notify the cafeteria by 8:30 the day you will be eating lunch with your student.
- You may eat a school lunch. Fast food lunches will only be allowed at the front tables by the office. Fast food will be allowed in the classrooms during our special Brown Bag Lunch days in the fall and spring.
- You will be asked to sit at a table in the extended part of the cafeteria with your child/grandchild. If your child/grandchild chooses, they may select one peer to come sit with them.
- We ask that parents/grandparents respect the lunchroom monitors and the requests they make of the students.

If a parent/grandparent has trouble following these procedures, you will be asked to eat in separate room from the lunchroom. We encourage family involvement, but also need to be able to maintain routines and proper behavior for all the students eating lunch.

## **Classroom and School Visitation**

Parents are encouraged to visit their child's classroom. Please contact the office ahead of time to schedule a classroom visit. **Every time a parent/visitor enters the building, it is expected for that person to check in at the office first.** This procedure is most important for the safety of our students and ensures the least amount of interruption in the classroom. Please move quietly through the building if you come for a visit. We ask that all cell phones be turned off. Often classes are in session until the last minute and this will help in a smooth dismissal. Pictures of your child will be allowed, but visitors should not take pictures of other students.

## **Cell phones, electronic devices and Toys**

Student's personal cell phones, electronic devices, and toys are not to be used by the students while they are at school. If a student brings a cell phone, electronic device, toy, or any other personal item it must be placed in the student's locker. The student may use this device after they leave the building at the end of the school day. **David Barton School and staff are not responsible for these items.**

If students do not follow this procedure the phone, electronic device and/or toy will be taken away and only returned to the parent.

Students may not bring balls, bats, toys, gadgets, electronic devices, etc. to school without written permission. If you have questions or concerns about this, please call your building administrator.

## **Concussion Protocol**

In response to House Bills passed in August 2011, the Boonville School District in conjunction with the Missouri State High School Activities Association, has implemented protocol to address the serious issue regarding student and athlete concussions. This protocol addresses efforts that will be made to minimize damages from school sports injuries.

All staff must take a course on the signs, symptoms, and prevention of concussions.

All parents and athletes must receive and sign for the concussion materials as indicated on the MSHSAA Preparticipation Physical Form.

The concussion information for parents and athletes can be found in the following three locations:

- The free NFHS "Concussion in Sports" course described above;
- The materials that are provided on our website ([www.mshsaa.org](http://www.mshsaa.org)) by clicking on the Sports Medicine Tab and then on "MSHSAA Concussion Information Packet;" and
- The Concussion Information PowerPoint located on our website ([www.mshsaa.org](http://www.mshsaa.org)) by clicking on the Sports Medicine Tab and then on "MSHSAA Concussion Video Introduction."

Athletic Directors must keep accurate records of this information and be able to provide it to MSHSAA if asked to do so.

[https://www.mshsaa.org/resources/pdf/IYSBIPreventionReport\\_1213v2web.pdf](https://www.mshsaa.org/resources/pdf/IYSBIPreventionReport_1213v2web.pdf)

In addition, if the student is diagnosed with a concussion, an athlete or non-athletic participating student, must be cleared for progression to activity by an approved healthcare provider (MD/DO/PAC/LAT/ARNP/Neuropsychologist). An emergency room physician cannot clear for progression. A MSHSAA Concussion Return to Play Form must be completed and submitted to the appropriate building level administrator prior to the student returning to any physical activity—sport, competition, physical education classes, and/or recess. The Boonville R-1 School District will follow MSHSAA Return to Play (RTP) Procedures after a diagnosed concussion.

Students who return to school and still display signs and symptoms of concussion may have a modified schedule. The school nurse, administration, teachers, and parents will meet and discuss to determine the amount of work required until cleared.

**ACE (Alternative Education Program) Classroom**

The Boonville R-1 School District Alternative Classroom Education Program (ACE) will provide an individualized program in a non-traditional setting that will assist students in reaching their full potential and becoming educated, productive and employable citizens. The ACE curriculum will cover the basic areas of math, language arts, science, and social studies. Referrals for this classroom will be made based on student need and the best learning environment for the student being referred. More information on the ACE classroom can be provided by the building administrator.

**Discipline**

Every effort is made to create a positive learning environment for all students. With your good parenting and cooperation, this will be accomplished with minimal problems. First and foremost, we will encourage the children to resolve any conflicts quickly, take responsibility for their actions and learn appropriate ways to manage their behaviors even when they are upset. Our goal is to keep the children involved in school activities.

A Positive Behavior System for discipline is used at David Barton. Students are given “grace” (opportunity to improve) and help to accept “responsibility” for their actions. On occasion students may be moved to a safe seat, buddy room or a recovery area to give the child a chance to regroup. Plans will be put in place to help the student to learn to manage their behavior. Severe and continuing problems may result in removal of the student from the classroom or school setting. You will be notified of any serious or persistent problems with your child. We want to have good communication and involvement with our students and parents.

**PBIS**

**School Wide Expectations**

- BE SAFE**
- BE RESPONSIBLE**
- BE RESPECTFUL**

**PBIS Matrix of Expected Behaviors and Minor and Major Referral chart**

|                                 | <b>Warning/Reteach</b><br>Teacher handled, no documentation required, teacher discretion for consequences and personal documentation | <b>Minor</b><br>Teacher handled, teacher assigns own or building consequence | <b>Major</b><br>Referral form completed. Administrator assigns consequence (with teacher input) Administrator communicates to teacher about situation. | <b>Expected Behavior</b><br>Acting in a cooperative manner respectful of school and classroom expectations responding appropriately when addressed. |
|---------------------------------|--|--|--|---|
| Inappropriate Language/Gestures | Offensive remarks or gestures in a casual manner; inappropriate sexual connotations; put downs to a particular subgroup              | Repeated pattern of any inappropriate language or gesture.                   | Swearing, language or gesture used to harass, intimidate, show defiance, create an unsafe climate.   | *Language that is school appropriate and respectful   |

|                                   |  |  |  |  |
|-----------------------------------|--|--|--|--|
| Fighting/Physical Aggression      | Physical contact with another student (poking, touching, slapping, pushing, kicking, etc.)   | Pre-fight aggressive posturing, wrestling, bumping into others   | Hitting or kicking; encouraging another to fight; retaliating  | *Respect for other's personal space. * Hands off *Walking away from and reporting possible conflicts.                    |
| Defiance/Disrespect/Noncompliance | Not working/unfinished work, not participating in group work, making faces/rolling eyes huffing, sighing, etc. arguing/inappropriate response to teacher request | Repeated occurrences of not working/unfinished work, not participating in group work, making faces/rolling eyes huffing, sighing, etc. arguing/inappropriate response to teacher request                           | Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation   | Acting in a cooperative manner respectful of school and classroom expectations. Responding appropriately when addressed. |
| Disruption                        | Noise making; outside-talk; attention-getting behaviors (silly answers, class clowning, etc.); bugging others  | Repeated pattern of any disruptive behaviors   | Behavior that stops the learning in class; defiant repetition of behavior following correction   | *Cooperative behaviors.<br>*Turn taking.<br>*Contributing appropriately to class discussions and activities. .           |
| Harassment/Teasing / Taunting     | Annoying or belittling on purpose; altering names; Student uses choice vocabulary to make fun of another student;  | Repeated annoying or belittling on purpose; altering names; Student uses choice vocabulary to make fun of another student; "Put downs"; threatening and/or disrespectful body language/posturing; targeted insults | Threat/extortion; racist/socio-economic status/sexual/religious/disability/ethnicity/sexual orientation/cultural remarks; continues pattern of minor offenses; continued proximity after separation; cyber-bullying/intimidation | *Language that honors and validates others and their values and beliefs  |

|  |   |   |  |  |
|--|---|---|--|--|
| Property Damage  | Not returning items to the appropriate places.  | Thoughtlessly or "accidentally" damaging school property or personal property of others.                  | Purposefully damaging or defacing school property or personal property of others.  | *Respect personal and school property.<br>* Using equipment in appropriate manner.<br>*Return items to appropriate places.                   |
| Lying/Cheating/Theft                                     | Borrowing without asking  | Taking another's property (minor value), refusing to return a borrowed item                               | Taking another's property (significant sentimental or monetary value), not telling the truth when it involves someone's personal safety or property damage   | *Be honest in words and actions.   |
| Possession of a Controlled/Illegal Item                  | Inappropriate drug/alcohol references   | Repeated inappropriate drug/alcohol references, talking about use, clothing or obvious look-alike weapons | Under the influence, possession, distribution, paraphernalia of drugs or possession actual or look-alike gun, knife, or other weapons  | *Show and informed point of view in regards to drugs and alcohol.  |
| Technology Misuse  | Misuse of keyboard/mouse walking with lid open slamming lid closed off task/on another site | Repeated misuse of keyboard/mouse walking with lid open slamming lid closed off task/on another site      | Using district technology resources to access, view, or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors. | Lid closed and holding Chromebook with 2 hands while walking<br>Appropriate use of keyboard and mouse<br>On school appropriate sites/on task |
| Personal Devices (cell phones, tablets, hand held games) | Personal device out of backpack   | Using a personal device on school property during school hours  | Repeated use of personal device on school property during school hours   | Personal devices are not to be used on school property during school hours   |
| Social Media   |   |   | Any social media that creates a disruption of the learning environment   |  |

|                     |  |  |   |  |
|---------------------|--|--|---|--|
| Academic Dishonesty | Student copying other's work   | *substituting someone else's work for your own<br>*cheating on assignments, projects, tests or similar activities                            | Repeated occurrences of:<br>*substituting someone else's work for your own<br>*cheating on assignments, projects, tests or similar activities | *Produce authentic work.   |
| Gum/Candy           | Chewing gum<br>Candy brought from outside the school<br>Candy eaten outside of the classroom | Chewing gum<br>Candy brought from outside the school   | Repeated:<br>Chewing gum<br>Putting gum on school property<br>Candy brought from outside the school   | NO GUM!!<br>Candy can be given as a reward from the teacher, but not brought in by the student |
| Bullying            |  | Repeated behaviors of inappropriate language<br>physical aggression, disrespectful speech, harassment, teasing or taunting towards a student | Documented behaviors of inappropriate language physical aggression, disrespectful speech, harassment, teasing or taunting towards a student   |  |

The Missouri Safe Schools Act became law in August of 1996. The Boonville R-I Board of Education has adopted policies, which implement this law. These policies deal with enrollment procedures, reporting procedures to law enforcement officials for serious offenses, suspension of students for serious offenses, and discipline procedures for students in possession of a weapon. The intent of this law is to reduce violence in schools and make Missouri schools safe.

Administrators are required by law to report acts of school violence against any staff member or student to the juvenile office. This includes first, second and third-degree assaults and threats.

### **Bullying**

The Boonville R-1 School District is being proactive to protect students from any bullying behavior. We will continue to partner with Dr. Chad Rose to support us in policy and practices that will foster a positive, safe learning environment for all students. Please contact your building administrator if you would like to file a complaint regarding bullying.

**\*\*District discipline policy is included at the end of this handbook.**

### **Dress and Appearance**

Student's appearance should be neat and clean. Dress or appearance, which disrupts the educational process or causes health or safety problems, shall not be permitted. Students are discouraged from wearing flip-flops and/or crocs as students cannot participate in recess and gym safely. Wheelies are not permitted at school.



THE FOLLOWING CLOTHING IS PROHIBITED UNLESS WORN WITH A TEE SHIRT OR SHIRT/BLOUSE BUTTONED AS NEEDED TO COMPLY WITH THE GUIDELINES LISTED BELOW:

Any garment with excessive exposure in the front, back, sides, any garment which exposes the midriff or exposes undergarments. Examples of these garments include but are not limited to tube tops, strapless garments, crop tops, halter-tops, net shirts and garments with spaghetti straps. All types of tops must be long enough to be tucked in or cover the belt line in such a manner as to avoid any exposure of the stomach during normal school activities. All clothing must be worn as designed to be worn (i.e. pants worn at the waist, straps buttoned and in place). House shoes or slippers are not permitted. Shorts and skirts should be at least fingertip length. Leggings/tights are to only be worn with fingertip shirts or skirts. Tee Shirts with suggestive language or reference to any substances, which are illegal for a minor to possess, are not permitted. The appropriateness of any clothing not specifically covered by these guidelines shall be addressed by the school administration in a manner consistent with the intent of this policy to provide a school environment conducive to learning.

Students who fail to comply with these guidelines will be provided appropriate clothing and/or accessories to be in compliance for that school day and are subject to disciplinary action, which may include detention and/or suspension from school.

### **Emergencies**

Fire, tornado, earthquake and intruder drills are conducted throughout the school year.

We want you to be aware that Boonville-R-I School District has made many preparations to deal effectively with emergency situations that could occur in or around the school while classes are in session. While we hope that a natural disaster or other serious incident never occurs, our goal is to be prepared for any potential emergency. At all times, our first priority is to protect all students and staff from harm.

Please make sure you are signed up for our district alert system Eventlink, and have provided your most current email address and phone numbers. This will ensure that you are notified of any emergencies.

We are proud that David Barton Elementary is a safe school and we are doing everything possible to keep it that way. We appreciate your cooperation and support. If you have any questions about our safety procedures, please contact the school.

In case of emergency or a serious accident involving your child, you will be notified immediately. It is vitally important that current contact information is available for parents or emergency contacts. Contact the office immediately if your phone number changes. If you have an emergency and need to get in touch with your child, please call David Barton--882-6527.

1. Do not telephone the school. We understand and respect your concern, but it is essential that the telephone system be available for emergency communications.
2. Tune your radio to KWRT 1370 AM for emergency announcements and status reports. You also will receive instructions on where you should go and how/when you may be able to pick up your child.
3. Do not come to the school until instructed to do so. It may be necessary to keep the streets and parking lot clear for emergency vehicles. If evacuation is required, students may be transported to a location away from school. You will be notified of this through media bulletins.
4. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency.
5. Carefully read all information you receive from the school. You may receive updates about our safety procedures from time to time.

### **Evaluation**

Information will be sent home with students at the mid-term of each quarter and at the end of each quarter.

The evaluation scale used at David Barton is as follows:

| Percent | Letter Grade | Definition    |
|---------|--------------|---------------|
| 95-100  | A            | Outstanding   |
| 90-94   | A-           |               |
| 87-89   | B+           |               |
| 83-86   | B            | Superior      |
| 80-82   | B-           |               |
| 77-79   | C+           |               |
| 73-76   | C            |               |
| 70-72   | C-           |               |
| 67-69   | D+           | Below Average |
| 63-66   | D            |               |
| 60-62   | D-           |               |
| 59      | F            | Failing       |

\*Parent portal is available for David Barton students. Parents are able to see student attendance on parent portal.

### **Family nights**

Parents are invited to join in various activities throughout the year. David Barton sponsors a variety of family events centered on reading, math and the arts.

### **Guidance**

A guidance counselor is available to help children, parents and teachers. Children will receive developmental guidance lessons emphasizing self, problem solving, peer and decision-making skills. See the "guidance" link on the school webpage for more information.

### **HEALTH**

All schools in the district adhere to state guidelines as well as district policies and protocols. The children participate in physical activity during recess daily and a scheduled day of physical education. Dietary follows state and federal guidelines in preparation of meals lowering fat and sugar content as well as increasing a variety of fruits and vegetables. Parents and PTA are encouraged to provide snacks and treats that are nutrition. A health information form will need to be filled out each new school year and updated as needed. (forms can be obtained from your child's school)

### **RECESS/PHYSICAL EDUCATION**

A parent's written excuse for not participating in recess or physical education will be honored for two days due to injury/illness. After two days a health care provider's orders will be required.

Recess will be held outside when possible, inclement weather recess will be held in the gym. The following guidelines will be followed:

Above 20 degrees unlimited time outside  
Below 20 degrees inside recess  
(TEMPERATURE WILL INCLUDE THE WIND CHILL)

### **DRESSING FOR THE WEATHER**

The weather is always changing so please send your student with appropriate clothing to fit the weather.

## **SICKNESS/INJURY**

Students will be sent to the health office should they become ill or have an injury. Parents/guardians will be called to pick their student up as soon as possible if deemed necessary by the school nurse. Please make sure emergency contacts are kept up-to-date.

### **YOUR CHILD SHOULD NOT BE IN SCHOOL IF THEY HAVE:**

**FEVER OF 100 OR ABOVE**

**VOMITING**

**DIARRHEA**

**RASH WITH FEVER**

**ANY UNTREATED COMMUNICABLE DISEASE SUCH AS: IMPETIGO, PINK EYE, SCABIES, STREP THROAT, ETC. (IF IN DOUBT CALL SCHOOL NURSE)**

**YOUR CHILD SHOULD BE SYMPTOM/FEVER FREE FOR 24 HOURS BEFORE RETURNING TO SCHOOL.**

## **HEAD LICE**

In keeping with the Boonville R1 School District's policy regarding head lice, if a student is found with live lice or nits, the parents/guardians will be notified and those with live lice will be sent home.

Students with live lice should not return to school for 24 hours after the discovery of the head lice (live) to allow for treatment. If students are discovered with live lice after returning to school, the student will be excluded again for 24 hours for re-treatment. This process will continue until the student is free of live head lice. Parents need to accompany their child to school to be rechecked by the school nurse. If upon discovery, a student has nits only (no live head lice), parents will be contacted regarding the treatment process and will be rechecked in five days.

## **MEDICATION**

A health care provider and a parent request form will need to be filled out for any prescription medication.

Over-the-counter medications (ibuprofen, acetaminophen, cough drops, antacid) will only be dispensed with parents signed permission. If an OTC has to be administered on a daily basis for over seven days a physician request form will need to be filled out. All forms may be obtained in health office.

## **IMMUNIZATION POLICY**

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

The district will not allow a student to attend school until the district has satisfactory evidence on file that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with law.

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

## **Internet Usage**

The mission of the Boonville R-I School District use of the internet is to improve learning and teaching through interpersonal communication, student access to information, research, teacher training, collaboration and dissemination of successful educational practices, methods, and materials.

The Internet will provide access to local, national and international sources of information and collaboration vital to intellectual inquiry in a democracy. In return for this access, every user has the responsibility to respect and protect the rights of every other user in our community and on the Internet. In short, account holders are expected to act in a responsible, ethical and legal manner, in accordance with the policy of the Boonville R-I School District, the mission and purposes of the other networks they use on the Internet, and the laws of the states and the United States.

### **Internet usage procedures**

No student will be given access to the district's technology resources until the district receives *User Agreements* signed by the student and the student's parent/guardian. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign the *User Agreement* without additional signatures. Students who do not have a *User Agreement* on file with the district may be granted permission to use the district's technology resources by the superintendent or designee.

### **General Rules and Responsibilities**

The following rules and responsibilities will apply to all users of the district's technology resources. Violation of these provisions may result in disciplinary action taken against the user including, but not limited to, suspension or revocation of access to district technology and suspension or expulsion from school.

1. Using another person's ID or password is prohibited.
2. Sharing user IDs or passwords with others is prohibited. A user will not be responsible for theft of passwords and IDs, but may be responsible if the theft was the result of user negligence.
3. Deleting, examining, copying or modifying files or data belonging to other users without their prior consent is prohibited.
4. Mass consumption of technology resources that inhibits use by others is prohibited.
5. Use of district technology for soliciting, advertising, fundraising, commercial purposes or financial gain is prohibited, unless authorized by the district.
6. Accessing fee services without permission from an administrator is prohibited.
7. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws.
8. The district prohibits the use of district technology resources to access, view or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors.
9. Accessing, viewing or disseminating information on any product or service not permitted to minors is prohibited.
10. The district prohibits the use of district technology resources to access, view or disseminate information that constitutes insulting or fighting words, the very expression of which injures or harasses other people.
11. The district prohibits any use that violates any person's rights under applicable laws.
12. The district prohibits any unauthorized intentional or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.

### **Homework**

David Barton students are asked to read or be read to at least fifteen minutes each evening. David Barton students may have additional work to complete from the school day.

Homework is an integral part of the educational process. Homework can be used to introduce concepts or themes, reinforce ideas or skills, and provide practice and an opportunity for parental involvement in the child's education. It is important for homework to be completed on time for the learning experience to be successful. Many times, the next day's lesson often depends upon successful completion of the previous day's assignment. The PTA will provide all students in grades 3-5 an assignment book. Students will be required to write down their daily assignments. Parents are asked to sign the assignment book nightly.

For a variety of reasons, some students do not complete their homework assignments and fall behind in their total learning experience. If the student has late work, the following procedure will be used:

1. The teachers will mark missing work in the child's assignment book to inform parents of the student's missing work.
2. The student may be kept in at recess to work on missing assignments if this is a chronic problem.
3. Teachers will grade late assignments that are turned in by 8:00 the day after the assignment is due. Late assignments will be a maximum of 70 % credit for the grade. Work not turned in the day after it is due will receive a 0%.
4. Parents are asked to sign the assignment book nightly for students in grades 3-5. This lets the teacher know that you are informed of your child's work progress.

### **Parents as Teachers**

Parents as Teachers is a free program offered to parents of children ages birth to three years old. The program includes home visits to talk about your child's development, informative group meetings and health screenings. If you have a child in the birth to three age group, please call Nancy Voss at David Barton at 882-6527 for more information or to enroll your child.

### **Participation in Activities**

A student who misses school on the day of an activity will not be eligible to attend activities on that day.

### **Parties**

**Floral deliveries, balloons, candy &/or individual gifts will not be accepted at the office for delivery to students.**

The PTA room parents assist teachers by providing treats and/or activities for parties. Parent volunteers are discouraged from bringing younger siblings as the focus for the parties needs to be on the school age child. There is a committee of room parents for each homeroom. If you are interested in being a room parent, contact the PTA president. Please check with the teacher regarding games, drinks, treats, and time. Only store-bought treats should be provided. If you prefer your child not to participate in holiday activities, let your child's teacher know. Alternative activities will be provided. Invitations for private parties cannot be given at school unless the entire class receives an invitation.

### **FALL PARTY**

Please check with the teacher regarding games, treats and starting times.

### **VALENTINE'S DAY**

Please check with the teacher regarding games, treats and starting times. Parents are discouraged from sending individual gifts to their child at school. Parents may send treats that the entire class can enjoy together. Floral deliveries, balloons, candy &/or individual gifts will not be accepted at the office for delivery to students.

### **CHRISTMAS**

Individual classrooms make decisions regarding gift exchange. Please check with the teacher regarding games, treats and starting times.

### **FIELD TRIPS**

Field trips within our city and to other points of interest are scheduled throughout the school year. These trips are designed to enhance different aspects of the classroom curriculum and to introduce students to the resources of the community. During registration, parents/guardians are required to sign a permission form giving approval for their child to participate in the local school-sponsored field trips. Parents will be notified of these opportunities through classroom newsletters. Since you will be asked to supervise and assist students, we ask that siblings not attend. This allows you to focus on your school-ager's special day.

### **PTA**

Join the PTA and be a volunteer or a room parent. Every effort on behalf of the students pays big dividends. Opportunities abound! Volunteers and room parents are always needed. The PTA sponsors special events and fundraisers throughout the year. All parents are encouraged to be involved. Anyone interested in serving on a PTA committee should contact the school office.

## **School cancellations**

Late start or cancellation of school, due to weather conditions or otherwise will be broadcast on KWRT, 1370 AM., NBC- Channel 8, ABC- Channel 17 along with a notification from Pinwheel.

## **Late Start Procedures**

The Boonville R-1 School District has adopted Late Start days when needed due to inclement weather. On days when an announcement on radio, TV, email and Text alert has been made that a Late Start is in session all schools will begin 2 hours later than their regular school start time. David Barton will begin at 10:00. The building will be open at 7:30 for parents that work and need childcare for those two hours.

## **School Wide Title I**

**David Barton offers Schoolwide Title I.** A schoolwide program is a comprehensive reform strategy designed to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic standards.

A school wide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. No longer are students or teachers labeled "Title I," but instead all the students and all the teachers at the school use Title I dollars to improve the school's entire academic program.

A schoolwide program is built upon schoolwide reform strategies rather than separate, add-on services.

## **Dyslexia**

Beginning with the 2018-2019 school year, school districts in the state of Missouri are mandated to conduct dyslexia screenings that are consistent with the findings and recommendations of the Department of Elementary and Secondary Education task force created under section 167.950, RSMo. All Kindergarten through third grade students and students in grades 4 or higher who are experiencing consistent difficulty in the area of reading will be screened by their classroom teacher or Title I Reading teacher. The screening will indicate if a student has risk-factors for dyslexia. A positive result does not represent a medical diagnosis but indicates that the student could benefit from additional support. If you do not hear from us, your child has passed the screening.

## **Transportation**

First Student Bus Company provides transportation for students who live one mile or more away from school. The bus driver gives bus slips to students who violated a bus rule. The slip must be signed by the parent and returned to the bus driver before the child is allowed to ride the bus the following day. Students in grades K-5 receiving bus slips will have the following consequences:

1st bus slip: Conference with the student

2nd bus slip: Alternative discipline

3rd bus slip: Bus suspension for 1 day

4th bus slip: Bus suspension for 3 days

5th bus slip: Bus suspension for 5 days

6th bus slip: Bus suspension for 10 days

**\*Consequences for bus violations are at the discretion of the building principal. The Principal may remove students immediately and/or permanently from the bus for any serious safety violation.**

Suspensions will apply to all buses on which the student rides during the year. If you have questions or concerns about bus transportation, please call Lynn Spencer at 882-7421 or the building principal.

## **BUS RIDER RULES**

Previous to loading: (on the road and at school)

1. Be on time at the designated school bus stop--keep the bus on schedule.
2. Do not tease, argue, play around or fight at the bus stop.
3. Stay off the road at all times while waiting for the bus.
4. Wait until the bus comes to a complete stop before attempting to enter.

### **II. While on the bus**

1. Keep hands and head inside the bus at all times.
2. Keep the bus safe and clean at all times.
3. Students may not eat on the bus and should keep all food in their backpack.
4. Keep from talking and laughing loudly or making unnecessary confusion as this diverts the driver's attention and may result in a serious accident.
5. Bus riders should never tamper with the bus or any of its equipment.
6. Keep books, packages, coats, and all other objects out of the aisle.
7. Do not throw anything out of the bus window.
8. Bus riders should remain seated while the bus is in motion.
9. Horseplay is not permitted around or on the school bus.
10. Bus riders are expected to be courteous to fellow pupils and the bus driver.
11. Absolute quiet should be maintained when approaching a railroad-crossing stop.
12. In case of a road emergency, children are to remain in the bus.
13. Pupils must obey the driver promptly.
14. Damage to seats, etc., must be paid by the offender.

### **III. After leaving the bus**

1. When crossing the road, stay at least 10 feet in front of the bus.
2. The driver will not discharge the riders at places other than the regular bus stop at the home or school unless by proper authorization from the parent or school official.

### **IV. Extra-curricular trips**

1. The preceding rules and regulations will apply to any trip under school.
2. Pupils shall respect the chaperone.

### **V. Miscellaneous**

1. Students will be assigned to one bus. If a child needs to ride a different bus, the parent must contact First Student at 882-7421 prior to the change to get permission. The parent must then call the school to let them know the change has been approved. Please call for changes before 1:00. Students are not to change buses or to ride a bus when staying overnight with each other. Parents must send a note or call each time a child is to change his/her normal routine of going home.

## **STUDENT DISCIPLINE (District Policy)**

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 school property, including playgrounds, parking lots and school transportation, or at a school activity, whether on or off school property.

## **Reporting to Law Enforcement**

It is the policy of the Boonville R-I School District to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the district is required to report in accordance with law. 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.

## **Participation in Activities**

Students who are suspended or expelled for any reason are prohibited from attending or taking part in any district-sponsored activity, regardless of location, or any activity that occurs on district property. Students who violate this provision will be required to leave the activity and may face further discipline, including an additional period of suspension or expulsion.

## **Prohibited Conduct**

The following are descriptions of prohibited conduct as well as potential consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

**Academic Dishonesty:** Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

**First Offense:** No credit for the work, grade reduction, or replacement assignment, parent contacted and referral to the counselor

**Subsequent Offense:** No credit given for work, parents contacted and referral to the office

**Arson:** Starting or attempting to start a fire, or causing or attempting to cause an explosion.

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

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

## **Assault**

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

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

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

**Bullying (see Board policy JFCF):** Repeated and systematic intimidation, harassment and attacks on a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion, theft, damaging property, and exclusion from a peer group.

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

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



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

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

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

**Subsequent Offense:** Principal/Parent/Student conference, Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

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

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

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

#### **Drugs/Alcohol (see Board policies JFCH and JHCD)**

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

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

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

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

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

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

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

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

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

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

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

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

**Failure to Meet Conditions of Suspension:** Coming within 1,000 feet of any public school in the district while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity defined by district policy as a serious violation of the district's discipline policy. See the section of this regulation titled, "Prohibition against being on or near School Property during Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's discipline policy.

**First Offense:** Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

**Subsequent Offense:** Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

**False Alarms (see also "Threats or Verbal Assault"):** Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of school property.

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

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

**Fighting or causing a fight (see also, "Assault"):** Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Sexual Harassment (see Board policy AC)**

1. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

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

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

2. Unwelcome physical contact based on gender or of a sexual nature. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing.

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

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

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

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

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

### **Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP)**

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

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

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

2. Using, displaying or turning on phones, personal, personal laptops or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch.  
**First Offense:** Confiscation, principal/student conference, detention, or in-school suspension.  
**Subsequent Offense:** Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
3. Violation other than those listed in (1), (2) or of Board policy EHB and procedure EHB-AP.  
**First Offense:** Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.  
**Subsequent Offense:** Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.
4. Use of audio or visual recording equipment in violation of Board policy KKB.  
**First Offense:** Confiscation. Principal/Student conference, detention, or in-school suspension.  
**Subsequent Offense:** Confiscation. Principal/student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

**Theft:** Theft, attempted theft or knowing possession of stolen property.  
**First Offense:** Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.  
**Subsequent Offense:** Principal/Parent/Student conference, Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

**Threats or Verbal Assault:** Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.  
**First Offense:** Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.  
**Subsequent Offense:** Principal/Parent/Student conference, In-school suspension, 1-180 days out-of-school suspension, or expulsion.

#### **Tobacco**

1. Possession of any tobacco products on school grounds, school transportation or at any school activity.  
**First Offense:** Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension.  
**Subsequent Offense:** Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.
2. Use of any tobacco products on school grounds, school transportation or at any school activity.  
**First Offense:** Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.  
**Subsequent Offense:** Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.

**Truancy (see Board policy JED and procedures JED-AP1 and JED-AP2):** Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

**First Offense:** Principal/Student conference, detention, or 1-3 days in-school suspension.  
**Subsequent Offense:** Principal/Parent/Student conference, Referral to appropriate authority, Detention or 3-10 days in-school suspension.

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

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

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

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

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

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

### **Weapons (see Board policy JFCJ)**

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

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

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

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

**First Offense:** One (1) calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.

**Subsequent Offense:** Expulsion.

Adopted:

Revised: June 10, 2019

## **STUDENT ABSENCES AND EXCUSES (District Policy) (Grades K-5)**

As directed by the Board, the following procedures will be used to implement the district's attendance policy.

### **Definitions**

**Attendance:** A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by Board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

**Parent:** A parent, guardian or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

**Tardy:** A student is tardy if the student arrives after the expected time. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson or activity.

**Truancy:** A student is truant if the student is absent from school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

## **Attendance Standards**

The following absences will be excused. Documentation must be provided as indicated.

1. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent.
2. Medical appointments, with written appointment confirmation by medical provider.
3. Funeral, with written excuse from parent. The principal may require a program or other evidence from services as well.
4. Religious observances, with written excuse from parent.
5. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
6. Visits with a parent or legal guardian who is an active duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.

All other absences and any absence for which required documentation is not provided are unexcused.

## **Consequences for Violations: *Grades K-5***

Attendance in early grades is crucial to later academic development. In addition, attendance habits are formed in early grades, and many later attendance problems can be averted with intensive family and student interventions in early grades. For this reason, principals with the assistance of building staff will closely monitor student attendance and implement intervention strategies and other actions as follows:

1. Any time a student is absent and the parents have not contacted the school, the secretary or designee will notify the parent.
2. When a student's daily attendance falls below 90%, the principal or designee will send a letter notifying the parents of their child's attendance. A conference will be arranged if the parent desires it. The purpose is to clarify the school's expectations regarding attendance and elicit suggestions from the parent on how to improve the student's attendance, including identifying reasons why the student is not attending school regularly.
3. Letters will be sent home monthly to parents notifying them if their child's attendance or tardies are excessive. When a student's attendance report shows lower than 90%, the district will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the district will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor.
  1. More than ten (10) excused absences or three (3) unexcused absences in a semester can be a factor in determining whether the student may be retained or required to attend summer school as a condition of promotion.
  2. If a student falls below 80% attendance, a referral will be made to the juvenile office and Education Court.
  3. Students who have a habit of being tardy will also be reported to the juvenile office as determined by the building administrators.

Students are expected to make up assignments from missed classes within the time period established by their teachers. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

Any conference may be waived by the principal if the absences were caused by a specific event or long-term illness. In cases where the district is aware that a student must be absent for an extended period of time, the district will arrange for the student to receive instruction by other appropriate means.

\* \* \* \* \*

Implemented: April 15, 2009

## **PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS**

The Boonville R-I School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

### **Parent/Family Involvement Goals and Plan**

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
  - Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
  - Providing access to educational resources for parents/families to use together with their children.
  - Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

## **Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs**

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

### ***Title I Program Parent Involvement***

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

### ***Migrant Education Program Parent Involvement***

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

### ***Limited English Proficiency Program Parent Involvement***

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.



## **Policy Evaluation**

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

\* \* \* \* \*

### **Notice of Nondiscrimination**

The Boonville R-1 School District has adopted policies which affirm its compliance with applicable statutes regarding nondiscrimination on the basis of race, color, national origin, ancestry, religion, socioeconomic status, marital status, sex, age or handicapping condition. The institution is therefore in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973.

Any person having inquiries concerning Boonville R-1 School District's compliance with regulations implementing the acts listed above are directed to contact the Superintendent of Schools, 736 Main Street, Boonville, MO 65233, who has been designated to coordinate the institution's efforts to comply with these regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education regarding compliance activities.

### **Notice of Educating Children Who Are Homeless**

The Boonville R-1 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.

### **Notice of Professional Qualifications Release**

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

### **504 Public Notice**

The Boonville R1 School District, as recipient of federal financial assistance from the United States Department of Education and who operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The Boonville R1 School District assures that they will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

District policies and procedures regarding section 504 can be reviewed at the Boonville R-1 School District, 736 Main Street, 8:00-4:30, Monday through Friday.

This notice will be provided in native languages as appropriate.

## 504 Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Boonville R-1 School District assures that they will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual 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.

### **Boonville R-1 Section 504 Procedures**

#### **Identification, Evaluation, and Placement of Students Suspected of Having Disabilities under Section 504**

These procedures are pursuant to Board Policy # IGBA-AP3 adopted 8/15/07, revised 9/15/2010.

#### **PROGRAMS FOR STUDENTS WITH DISABILITIES (Section 504 and ADA Procedures)**

The purpose of this procedure is to assist district personnel in complying with the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). In general, students with disabilities who qualify under Section 504 also qualify under the ADA, and this procedure is designed to identify those students in need of accommodation and provide them necessary accommodations.

#### **Definitions**

*504 Evaluation*—A process where the 504 team determines whether a student has a disability and needs a 504 plan in accordance with Section 504. A 504 evaluation must draw on information from a variety of sources in the area or areas of concern. An evaluation must be conducted before the 504 team makes an educational placement or makes a significant change in the placement of a student. Evaluation may be based on existing information and observation or may include more formal assessment, including the administration of tests and other specialized evaluation instruments.

*504 Plan or Accommodation Plan*—A written document developed by the 504 team specifying accommodations necessary to provide a free and appropriate public education to a student with disabilities in accordance with law.

*504 Team*—A multidisciplinary group consisting of two (2) or more persons who have knowledge of the student, the meaning of the evaluation data and the placement options. This group could include school employees, necessary professionals, the parent, or others who have knowledge of the student. The 504 team decides eligibility, the accommodations necessary to provide a student with disabilities a free and appropriate public education, and the placement of the student.

*Long-Term Suspension*—Suspensions in excess of ten (10) consecutive school days, or suspensions in excess of ten (10) school days cumulatively in a school year where a pattern of suspension is created. In determining whether a series of suspensions has resulted in a significant change in placement, the district should consider the length of each suspension, the proximity of the suspensions to each other and the total amount of time the student is excluded from school.

*Major Life Activities*—Include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include the operation of major bodily functions including, but not limited to, the functions of the immune and reproductive systems; normal cell growth; digestive, bowel, bladder, neurological, brain, respiratory, circulatory and endocrine systems; and other major bodily functions.

*Parent*—For the purposes of this procedure and related forms, a biological parent, guardian or person acting as a parent in the absence of a biological parent or guardian. A student who is 18 and otherwise competent assumes the rights of the parent.

*Students with Disabilities*—For the purposes of this procedure, students who have a physical or mental impairment that substantially limits one (1) or more major life activities.

*Substantially Limited*—Unable to perform a major life activity that the average person in the general population can perform, or significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform that same major life activity. In determining whether a student is substantially limited in a major life activity:

1. The district will interpret "substantially limited" broadly.
2. Determinations about whether a disability that is episodic or currently in remission would substantially limit a major life activity will be made as if the disability were currently active.
3. Except for ordinary glasses and contacts, the district will not consider the ameliorative effects of mitigating measures such as medications, assistive technology, auxiliary aids, prosthetics, hearing aids, cochlear implants, mobility devices or oxygen therapy when determining whether a disability substantially limits a major life activity.

### **General**

The district does not discriminate against persons with disabilities, nor against those who have a record of such an impairment or are regarded as having such an impairment. The district seeks to identify, evaluate and provide free and appropriate educational services to all qualified students with disabilities within the definitions of Section 504 and the ADA. No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities.

This procedure will not be applied to students with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA). Those students will receive services in accordance with the IDEA, regulations interpreting the IDEA, the Missouri State Plan, and district policies and procedures implementing the IDEA.

### **Compliance Officer**

The district's compliance officer designated in policy AC is also the district's 504 and ADA compliance officer.

### **Identification**

The district will take measures to identify and locate every student with disabilities and take steps to notify the students and their parents of the district's obligations to provide the student education and accommodations, if necessary.

District staff will contact the district's compliance officer or designee immediately when:

1. Due to a student's medical condition or impairment, a parent asks for a change of schedule, change of facilities or other accommodation that is not routinely provided to students.
2. A parent notifies the district that a student has a medical condition or impairment that could require accommodation.
3. Based on a student's medical condition or impairment, a teacher, nurse or other employee recommends an accommodation that may be necessary for the student to participate in the district's programs.

## Evaluation

The district will conduct a 504 evaluation of any student who needs or may need accommodation due to a disability before making an educational placement or making a significant change in the placement of the student. Once notified and provided information that a student may have a physical or mental impairment that could qualify as a disability, the compliance officer will organize a 504 team. The compliance officer or designee will contact the parent and the classroom teacher(s) for additional information for the 504 team to consider and will provide the parent and/or student a copy of the procedural safeguards and notice of evaluation. The compliance officer or designee will obtain written consent for any additional formal assessment. If the parent refuses to consent, the district may request a due process hearing as described below.

The 504 team will meet to examine the existing information and determine whether additional information or testing is necessary and, if so, what information should be obtained before making a decision. The compliance officer or designee will assist the 504 team in obtaining additional information. The compliance officer or designee is responsible for ensuring that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
3. Tests are selected and administered so as to best ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude, achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills (except where those skills are the factors that the test purports to measure).

## Eligibility

The 504 team will decide if the student is eligible for accommodations under the law. To be eligible as a student with a disability, the student must have a physical or mental impairment that substantially limits one (1) or more major life activities. Not all students with medical impairments are eligible as disabled under the law. In interpreting evaluation data, determining eligibility, and making placement decisions, the 504 team shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior.
2. Ensure that information obtained from all such sources is documented and carefully considered.
3. Make a placement decision that complies with the law.

When making a determination, the 504 team will consider the effect the impairment has on the student's performance in comparison with children at the same age or grade in the general population. The 504 team will not consider mitigating measures except for ordinary eyeglasses or contacts.

Once the 504 team determines whether the student is eligible, the district will notify the parents of the decision in writing and will document the reasons for the decision. If the 504 team determines that the student has a disability as defined in law, the 504 team will determine educational placement.

## Educational Placement

The 504 team will decide the educational placement necessary to provide a free and appropriate education. The accommodations or services determined necessary by the 504 team and the details regarding those accommodations will be recorded in the 504 plan, provided to the parents in writing and maintained by the district. Information regarding the 504 plan will be provided to all district staff as necessary to ensure that the accommodations are provided to the student. Accommodations will include, but are not limited to, the following:

1. *Academic Setting*—Students with disabilities must be educated to the maximum extent with students who do not have disabilities, unless it is demonstrated by the district that an appropriate education cannot be achieved in the regular environment with the use of supplementary aids and services. This may require modifications to desks, seating arrangements, methods of communication or flexibility to leave the room.
2. *Nonacademic Setting*—Students with disabilities will have the same opportunity to participate in nonacademic activities and services (including meals, recess periods, counseling opportunities and other services) as

students without disabilities and will participate in those activities and services with students without disabilities to the maximum extent appropriate.

3. *Facilities Accommodation*—The district must provide facilities to students with disabilities that are comparable to the facilities provided to students without disabilities. Students must have access to restroom facilities, cafeterias, playgrounds and classrooms. When the 504 team places a student in a setting other than the regular educational environment, it must take into account the proximity of the alternate setting to the student's home.
4. *Transportation*—Students with disabilities will be provided appropriate transportation at no greater cost than students without disabilities.

### **Extracurricular and Nonacademic Services**

The district shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities. These services may include, but are not limited to: personal, academic or vocational counseling; athletics; transportation; health services; recreational activities, special interest groups or clubs; referrals to agencies; and employment of students, including employment by the district or assistance in outside employment. Students with disabilities may participate in physical education and athletic activities to the same extent as students without disabilities. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to students without disabilities when necessary; however, no qualified student with a disability will be denied the opportunity to compete for teams or to participate in courses that are not separate or different.

## **Preschool, Summer School and Adult Education**

The district will not exclude qualified students with disabilities from preschool, summer school or adult education and will take into account the needs of the students in determining the aids, benefits or services to be provided.

## **Re-Evaluation**

A student with disabilities receiving accommodations under this procedure will be re-evaluated minimally every three (3) years and before making any significant change in placement. The compliance officer will provide the parent and/or student a copy of the procedural safeguards at the time of the re-evaluation. The scope and extent of the re-evaluation will be determined by the 504 team. The compliance officer or designee will obtain written consent for formal assessment for a re-evaluation unless the district takes reasonable measures to obtain consent from the parent and the parent does not respond. If the parent refuses to consent, the district may request a due process hearing as described below.

## **Access to Records**

Parents will have an opportunity to examine all relevant records, including personally identifiable education records, in accordance with law and as outlined in Board policy and district administrative procedures.

## **Parental Involvement**

The district will involve parents throughout the accommodation process. The compliance officer or designee will provide notice to parents before conducting an initial evaluation of a student. The parents will be invited to participate in the eligibility determination meeting and any meeting during which their child's program is designed and placement is determined, but their participation is not required.

## **Disciplining Students with Disabilities**

Students who qualify for accommodation under Section 504 cannot receive a long-term suspension or be expelled for behavior that is a manifestation of the disability. Before a student may serve a long-term suspension, the 504 team must meet and review the behavior subject to disciplinary action, along with current information regarding the disability, to determine whether the student's actions were a manifestation of the disability. If the behavior was not a manifestation of the student's disability, the student may be suspended and will only receive educational services to the extent that educational services are provided to students without disabilities during a suspension. If the behavior was a manifestation of the disability, the district cannot suspend the student, and the 504 team must determine whether the current educational placement is appropriate. The district will provide students and their parents a copy of the district's procedural safeguards at the time any long-term suspension is imposed.

## **Grievance Procedures**

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

## **Impartial Due Process Hearing**

In the event the parent or district wishes to contest an action with regard to the identification, evaluation or placement of a student with a disability under law, either party may initiate a due process hearing. The district may do so by notifying the parent in writing. The parent may do so by notifying the district's compliance officer in writing. The request for a due process hearing must include a detailed statement as to the nature of the dispute. Both parties will have the opportunity to participate in the hearing and to be represented by counsel. The district will immediately secure the services of an impartial hearing officer. The hearing officer will set a date for the hearing and may request additional clarification from either party as to the nature of the dispute. The hearing officer has the authority and the responsibility to create reasonable rules governing the hearing to ensure that relevant information is presented, but that a decision is made as expeditiously as possible. The hearing officer will provide each party a copy of the written decision within 15 calendar days after completion of the hearing. The decision is binding on both parties unless determined otherwise by a court of competent jurisdiction.

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

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.

## Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs

### Table of Contents

#### General Information

1. What is a complaint under ESSA?
2. Who may file a complaint?
3. How can a complaint be filed?

#### Complaints filed with LEA

4. How will a complaint filed with the LEA be investigated?
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?
7. How will a complaint filed with the Department be investigated?
8. How are complaints related to equitable services to nonpublic school children handled differently?

#### Appeals

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

**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: January 16, 2008 Revised:

Cross Refs: ADF, District Wellness Program  
CGC, State and Federal Programs Administration  
JFH, Student Complaints and Grievances  
JHC, Student Health Services and Requirements  
JHDA, Surveying, Analyzing or Evaluating Students  
KI, Public Solicitations/Advertising in District Facilities KL,  
Public Complaints

Legal Refs: § 167.700, RSMo.  
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h  
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6301 -  
7941

Boonville R-I School District, Boonville, Missouri

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BULLYING INCIDENT REPORT FORM

If you have been the target of bullying or have witnessed the bullying of a District student, complete this form and submit to the building principal. Complaints against building principals should be submitted to the Superintendent. Complaints against the Superintendent should be submitted to the Board of Education. Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Date Filed: \_\_\_\_\_ Time: \_\_\_\_\_

\*Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Indicate the appropriate response to the following with a check mark (s):

- You are a:  Student  Parent  Employee  Volunteer

Date(s) of alleged bullying: \_\_\_\_\_

Name of student(s) subjected to bullying: \_\_\_\_\_

Person(s) alleged to have committed the bullying or harassment: \_\_\_\_\_

Summarize the incident(s) or occurrence(s) of bullying as accurately as possible. Attach additional sheets or use back side of the form if necessary. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Names of Witnesses: \_\_\_\_\_

Have you reported this to anyone else:  Yes  No. If so, who? \_\_\_\_\_

\_\_\_\_\_

\*Signature of Complainant \_\_\_\_\_

\*Students have the right to complete this form anonymously. However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.



Additional comments:

**This section is for use of District Administration**

Date Received by Principal: \_\_\_\_\_

Investigative Action taken: \_\_\_\_\_

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Result of Investigation/Action taken: \_\_\_\_\_

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Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**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<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

| Missouri Department of Elementary and Secondary Education<br>Complaint Procedures for ESSA Programs<br>Table of Contents  |  |
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| <b>Appeals</b><br>9. How will appeals to the Department be investigated?<br>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.

**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.