

Lonedell R-14 School District

2026-2027



Student Handbook

Success; Nothing Less!

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LONEDELL R-14 SCHOOL DISTRICT

Success; Nothing Less!

2026-2027



July '26						
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Aug 4,5,6	New Teacher Orientation
Aug 11,12,13	PD Days #1-3
Aug 18,19,20	PD Days #4-6
Aug 19	Open House 1-7 PM
Aug 25	First Day of School
Sep 07	No School - Labor Day
Sep 25	Early Release 12:14 PM
Oct 16	End of First Quarter
Oct 28	Early Release 12:14 PM
Oct 28	Parent/Teacher Conf. (all grades) 1-7 PM
Oct 29	No School - PD #7
Oct 29	Trunk or Treat 5:00-6:30 PM
Oct 30	No School
Nov 11	Veterans Day Assembly 1:00 PM
Nov 25-27	No School - Thanksgiving Break
Dec 18	Early Release 12:14 PM
	End of First Semester
Dec 21-Jan 01	No School - Christmas Break
Jan 04	No School - PD #8
Jan 05	Classes Resume
Jan 18	No School - MLK, Jr. Day
Feb 12	Early Release 12:14 PM
Feb 15	No School - President's Day
Mar 11	End of Third Quarter
Mar 12	No School - PD #9
Mar 12	Parent/Teacher Conf.(all grades) 8:00am-3:00 PM
Mar 25-29	No School - Spring Break
Apr 16	Early Release 12:14 PM
Apr 19	No School
May 18	8th Grade Celebration 7:00 PM
May 21	Last Day, Early Release 12:14 PM
	End of Second Semester
June 1 - June 29	Summer School
Jun 29	Early Release 12:00 PM

January '27						
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March '27						
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June '27						
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27	28	29	30			

First & Last Day of School
No School
1/2 Day
Professional Development
Board Meeting
Summer School

Student Days: 170	Professional Development Days: 9
Snow Make-up days are built into calendar	
Semester 1: 78 Days	
Semester 2: 92 Days	

Board Revised/Approved March 23, 2026

Days In Session			
Aug	5	Jan	18
Sept	21	Feb	19
Oct	20	Mar	19
Nov	18	Apr	21
Dec	14	May	15

About Lonedell R-14

Belief, Vision, and Mission of Our School

MISSION: Success, Nothing Less! It is the mission of the Lonedell R-XIV School District, in partnership with the community, to teach all children, providing them with an excellent education, making them productive members of society.

VISION: Our students will develop resilience and a love of learning by discovering their interests and talents while finding courage to meet their potential.

PURPOSE: The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students.

Lonedell R-XIV School District Goals

The Board of Education believes that parents and families are essential partners in a child's education. To support strong school-family partnerships, the District has established a Parent and Family Involvement Plan that includes the following:

- A Parent and Family Involvement Committee, made up of parents, staff members, and community representatives appointed by the Superintendent, will help guide the District's efforts. The committee will provide recommendations for program development, parent and staff training, and program evaluation. An annual report will be submitted to the Superintendent by June 1, in accordance with Policy 1405.

The District will also:

1. **Promote regular two-way communication** between schools and families through parent visits, electronic communication, student planners and folders, translation services, volunteer opportunities, and other activities recommended by the Parent and Family Involvement Committee.
2. **Support parents and caregivers** by providing resources and information that help strengthen parenting skills and encourage positive, productive relationships with District staff and administrators.
3. **Provide professional learning opportunities for staff** to strengthen family engagement and foster meaningful partnerships that support student success.
4. **Encourage family participation in meaningful school activities** that enhance student learning and achievement.
5. **Create welcoming opportunities for families to be involved in schools** by offering volunteer opportunities, volunteer training, and family-focused events in a safe and inviting environment.
6. **Include parents and families in decisions** that affect their children's education and school experience.
7. **Partner with community organizations and resources** to strengthen school programs, support families, and promote student learning.

Student Classroom Assignments

Student classroom assignments are made by school administrators and staff based on each child's educational and social-emotional needs. Our goal is to create balanced learning environments that best support student success.

Parents or guardians who believe their child has a specific educational need that would be best served by a particular teacher may submit a written request to the school by April 1. Requests received after April 1 will not be considered.

An educational need may include circumstances such as a child receiving specialized services and a teacher having training or experience that aligns with those needs. For example, a student with a speech impairment may benefit from placement with a teacher who has a background in speech and language development.

Requests based on personal preference, friendships, peer relationships, or other social considerations will not be considered when making classroom assignments.

Final classroom placement decisions will be made by school administration and staff in the best interest of each student.

Lonedell School Pledge

I pledge to do my very best,
Wherever I may be.
I'll work hard and show respect
To those who work with me.
I'll do my part, and you will see,
When we work together,
We're the best that we can be.

Words to Parents

Research shows that parents' cooperation directly affects their child's academic placement, attitude, behavior, the degree of cooperation, and effectiveness of discipline. This process is intended to be instructional and corrective, not punitive. Therefore, we ask parents to see that:

1. Your child attends school every day.
2. Your son or daughter spends the proper amount of time in home study and preparation for his/her classes.
3. You take interest in school activities and organizations.
4. You meet your son's or daughter's teachers and inquire about his/her progress in schoolwork.
5. You contact the teacher/principal with any concerns you are having concerning problems you believe are having an adverse effect upon your child.
6. Your child has received the proper amount of sleep and a good meal.
7. Your child has the proper school supplies.

Parents may request information regarding the professional qualifications of their student's classroom teacher; Lonedell is a Title 1 school.

Attendance

Attendance (Policy 2310)

School attendance is important to student learning. Students are expected to be at school on time each day. In case of absence, it is the responsibility of the parent/guardian to notify the school. If the school is not notified on the day of absence, a note from the parent/guardian will be required on the first day of the student's return to school. The absence will be recorded as unexcused if a note or telephone call is not received.

Any student who is absent from school without the expressed consent and/or knowledge of his/her parent(s) or guardian will be considered truant and may be reported to the Division of Family Services or the Juvenile Office (Board Regulation 2340).

Excusable absences include, but are not limited to:

- Illness of the student (Doctor's statement may be required to support such absences).
- Days of religious observance
- Death in the family
- Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen. (School Administration shall define the degree of emergency required to excuse absence).

Missouri law requires children age seven and older to attend school unless their parents have registered with the state to provide homeschooling. Failure to comply with this law may result in the school notifying the Division of Family Services. Suspected truancy will be reported to the appropriate truancy officer.

Excessive absences, which are not clearly excusable, will be investigated by the principal and /or staff and appropriate action taken:

Disciplinary Option

1. After a student has been absent for three (3) consecutive days, it is the building principal's responsibility to contact the parent/guardian by telephone or letter in order to inquire about the reason for the student's absence.
2. If the principal is unable to contact the parent/guardian within three (3) days or the parent/guardian does not give a reasonable explanation for the absence within three (3) days, the building principal shall send a registered letter to the parent/guardian requesting a conference within a week.
3. If the parent/guardian does not contact the principal within a week of receipt of the registered letter, the building principal will make a referral to the proper legal authorities.
4. The building principal shall also notify the office of the Superintendent in writing of the excessive absence and continue to update the Superintendent on the situation.

Cumulative Absences

- Parents will also be notified in writing when their child has missed cumulatively - three (3), five (5), and seven (7) days in a semester.

- Students in grades 5th-8th who are absent 8 or more days per semester (excused or unexcused) shall be required to make up the attendance with one day of Saturday School for each absence over 8 days. This is in accordance with the district's attendance policy of 95% attendance and Missouri State Statutes 167.031, 167.081 and 167.11, which charge school officials with the duty of seeing that children are in compliance with state laws and attendance policies. Parents will be notified of this through written communication from the office. Saturday school will be offered on the first and third Saturday of each month. Students experiencing extenuating circumstances that result in an assignment to Saturday school will be left to the judgment of the principal and/or superintendent.
- Students who fail to attend their assigned Saturday School will be assigned two days of In-School Suspension (ISS) for each missed day.
- Absences by a student exceeding 8 days or more in one semester, and not made up in Saturday School or ISS, shall cause the student to be placed in summer school, if it is offered by the district.
- Students must attend all assigned summer school classes, maintain appropriate behavior and successfully pass each class offering.
- **Any student who does not properly complete Saturday School or Summer School assignment will not be able to earn credit for classes affected by the attendance violation.**

After notification of a Saturday School assignment, or later, a Summer School Assignment, the student, his/her parent or legal guardian may file a written appeal within five days of notice with the principal. Upon receipt of the appeal request, an appeal committee shall then set a hearing date for the purpose of consideration of the applicant's appeal.

This committee shall consist of:

- Principal
- Counselor
- Student's Teacher(s)
- Nurse

The attendance committee's decision may be appealed to the superintendent, then to the Board of Education.

The school administration shall reserve the right to review continuous absences for medical reasons. Students whose illness necessitates an absence of ten or more consecutive school days, may have the option for applying for homebound instruction. This may be provided upon the request of the student, approval of the student's physician, and approval from the State Department of Education.

Tardy Policy

Students arriving after 7:45 will be counted as tardy. 3 tardies will equal one day of absence for attendance purposes. 15 tardies will equal 5 days. Students in 5th-8th grade with excess tardies resulting in excess attendance will be required to attend Saturday school.

Make-Up Work Policy

Students who miss school because of illness or other justifiable reasons have the responsibility of making up the work missed. One day for each day missed will be considered reasonable. Students in grades K-3 are encouraged to collect missing work upon their return to school. **It is the student's responsibility to get their missed work. Students will be expected to take tests and do homework that was announced before the absence on the day that they return to school.**

If homework needs to be requested from the office, it must be requested by 9:00 am. Homework will be available in the office upon request. Extended absences require a teacher/parent meeting to arrange for assignments.

If a student does not turn in assignments within the teacher's stated time limit, all missing grades will become zeros.

Make-Up Work For Students Who Are Suspended

Pupils who are truant or serving out a suspension are still required to complete all assignments. Work will need to be collected to be taken home. Students returning to school without make up work completed will go to ISS until all absent work is finished.

Before and After School Procedures

1. Students are not to be let off at the school before 7:25 a.m.
2. All students should report to their homeroom when they arrive at school.
3. **School begins at 7:40 a.m.**

Students may be dropped off at school no earlier than 7:25 am. Student pick-up will begin at 2:55 pm each afternoon, with buses dismissing at 3:10. The District will not be responsible for supervising students outside the stated times unless the student is involved in an after-school activity. Please do not leave your child at school during unsupervised periods. A Before/Aftercare Program is available for parents who need to drop or pick up students at earlier or later times. Please contact the elementary office for further information about this program.

Communication

Staff and Student Electronic Communication

Employee communication with students and/or teacher's electronic media must be made available to the student's parent/guardian. Please contact the Elementary Principal with any concerns. (Policy 4650)

Photo Release

The district may use a photo/likeness of your child on the district website, press releases, flyers, Facebook, Twitter, etc. If you wish for your child's picture **not** to be published in any of these media outlets, you must submit a letter stating this to the elementary office. Please inquire with the elementary office with any questions.

Confidentiality of Records

Directory Information

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students. Directory information means information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

Protections of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student's parent.
 2. Mental or psychological problems of the student or student's family.
 3. Sex behavior or attitudes.
 4. Illegal, anti-social, self-incriminating, or demeaning behavior.
 5. Critical appraisals of others with whom respondents have close family relationships.
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding.
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party.

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Lonedell R-14 district policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Lonedell R-14 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Lonedell R-14 will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Lonedell R-14 will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided with reasonable notification of the planned activities and surveys listed below and be provided with an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Disciplinary Procedures

Student Misconduct and Disciplinary Procedures

This section describes the broad range of acts of misconduct, which are unacceptable in school. It is meant as a guideline and not as an exhaustive list of all prohibited acts. The student who commits an act of misconduct not listed in the disciplinary code of conduct shall be subject to the discretionary authority of the classroom teacher or building principal.

The school has the right to issue discipline to students, including suspension. If the student's action adversely impacts the school environment (assault, drugs, sexual assault, violent behavior, etc.) the student will be given normal due process rights. Not necessarily limited to examples listed.

NOTE: Any of the penalties listed on the following pages can be increased or decreased at the discrepancy of the administration due to circumstances and the severity of the offense.

Search and Seizure

Desks and lockers are public property and school authorities may make responsible regulations regarding their use. School officials may inspect them if there is a reasonable cause. Lockers will be checked for neatness weekly.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle. (Policy 2150)

Behavior Expectations

The discipline code set out in Regulation 2610 is intended to be illustrative, not an exhaustive list of acts of misconduct and their consequences. Misconduct that is not specifically listed in this handbook may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administrator or the Board of Education due to mitigating or aggravating circumstances.

Electronic copies of regulation 2610 are available on the district website. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office

Discipline

For any organization to function properly, there must be certain expectations for performance. Lonedell R-14 has expectations of behavior that will provide for an orderly school atmosphere. Our goal is to develop students that are self-disciplined and able to make good judgments about acceptable behavior. Our philosophy is that no student should be allowed to disrupt the learning of other students.

The Lonedell R-14 School utilizes a discipline policy, which is explained by each individual teacher to each class at the beginning of the school year. Rules and regulations are posted in the classrooms.

Each teacher is responsible for maintaining control of his or her class to create an atmosphere conducive to learning. Normally, the teacher will be able to deal with students attempting to disrupt or distract from the educational objectives of the day. If the disruption or distraction continues, the teacher may elect to send the student to the principal.

When a student is sent to the principal for disciplinary action, he/she will consult the teacher, student, and possibly the parent. After consultation, the principal will decide the most appropriate action.

General Conduct

1. Students will follow board policies, rules, regulations, staff directive, and classroom procedures.
2. Classes begin at 7:40 a.m. Students arriving after 7:40 a.m. are considered tardy.
3. Each student is expected to show courtesy and respect to others.
4. Each student is expected to follow the directions of those in charge. All teachers are responsible for students while they are in this building. Any teacher or staff member may correct student behavior at any time.

5. All staff members are to be addressed as Miss, Mrs., Ms., or Mr., or appropriate title, such as Coach.
6. Substitute teachers should be treated as guests in our school. Students should act especially courteously and be well-behaved toward them. Failure to cooperate will result in disciplinary action.
7. Running, loitering, and loud talking in the halls and classrooms are not permitted.
8. Students are not to damage school property. Students will be held responsible for the replacement of the damaged property.
9. The office telephone is for business purposes only with reference to the school. It should be used only when transacting business pertaining to the school. The phone is not to be used to call home for forgotten work, but for true emergencies.
10. Any item brought to school that is against policy may be confiscated by staff. Items may be returned to parents.
11. Students are to use the restroom according to their grade level, or another one upon specific permission of their teachers (K-2, 2-4, 5-6, or 7-8).
12. Any unserved consequences can be carried over to the new quarter or the new school year.

After School Detention

Lonedell R-14 School district has after school detention for grades K-8th. Listed below are the procedures and regulations:

1. After school detention starts at the bus dismissal. If a student arrives late without an approved excuse, he/she will not be permitted to complete the detention assigned. Thus he/she will be referred to the principal for cutting the detention assigned.
2. If a student fails to show at detention, he/she will be considered deliberate defiance of school authority. The first offense of failure to serve a scheduled after-school without prior notification will result in a 3-day ISS.
3. Students may attend practice for an extracurricular activity after serving the detention.
4. Any days absent from after school detention due to illness must be made up at the next regular scheduled detention.
5. After school detention will end precisely at 4:00 p.m. If a parent cannot pick up the student, an administrator must be advised of who will be picking up the student.
6. **When a student must miss an after-school detention, they must bring a note from parents to the elementary office by 2:00 p.m. (only for an emergency situation). Students will not be allowed to reschedule an after-school detention without parent contact. If arrangements are not made for the student to serve the detention on an alternate day, he/she will be considered in deliberate defiance of school authority and be required to serve 3 days of ISS.** If a student misses a rescheduled detention, the student will be subject to school suspension. The missed detentions must be served within five school days.
7. Certified staff members may detain students after normal school hours for a reasonable time provided the following conditions are observed:

- Students must have an opportunity to make arrangements for transportation home. Therefore, the detention may take place on any day after the day of notification to detain.
- The detention may be for disciplinary or academic reasons as outlined by the classroom rules and approved by the principal.
- The names of all students detained must be reported to the principal.
- A certified staff member must supervise all students detained.

In-School Suspension/Loss of Recess

Students assigned to In-School Suspension (ISS) are expected to follow all teacher expectations and classroom rules. All assigned work must be completed satisfactorily before the student may return to their regular classes. Failure to follow ISS rules may result in additional days being assigned.

The student will be expected:

- To be working at all times.
 - Turn in work as completed.
 - Stay awake (if a student falls asleep during ISS, another ISS will be assigned).
 - If a student is in ISS they may not attend or participate in extracurricular activities, including those away from the school.
2. Refusal to follow rules will result in another day of ISS.

If all work assigned by teachers is completed, a student may read approved materials or do other work assigned by the ISS instructor. Students will not be permitted to sleep, play, etc. while in ISS

Suspension

1. The principal may suspend a student for a period not to exceed 10 school days.
2. When a student is suspended, the principal or designee shall attempt to reach the student's parent/guardian to inform them of the school's action and to request that they come to school for their child. If a parent/guardian is unable to come for the student, the principal or designee may ask the parent/guardian for permission to send the student home. If the parent/guardian cannot be reached or if the above request is refused, the student must remain on school property until the close of the school day.
3. If the principal decides that a suspension in excess of 10 school days is warranted, the principal may petition the superintendent for such suspension.
4. The superintendent of school may suspend a student for a period not to exceed 180 school days.
5. No students shall be suspended by a principal or by the superintendent unless:
 - The student shall be informed, orally or in writing, of the charge against him/her.
 - If the student denies the charge, he/she shall be given an oral or written explanation of the facts which for the basis of the proposed suspension.
 - The student shall be given an opportunity to present his/her version of the incident to the principal or superintendent.

6. Any suspension shall be reported immediately, in writing, to the student and the student's parent/guardian or others who have custodial care of the student. A copy will be forwarded to the superintendent.

A student who is on suspension may not be within 1,000 feet of any school property unless he/she lives within 1,000 feet of the school, has a parent with him/her, or has been requested by the administration to attend a meeting at the school, or any activity of the District, regardless of whether or not the activity takes place on school property, unless the Superintendent/designee has authorized the student to be on school property. This restriction does not apply to suspended students enrolled and attending an alternative school which is within 1,000 feet of a District school. (Regulation 2662)

Offense/Disciplinary Action

Academic Dishonesty – Cheating, copying, and/or plagiarism with or without the knowledge of the person whose work is being copied. Providing completed work to another student to look at, copy, or submit as their own.

- First Offense: Zero on the assignment and After School Detention
- Second Offense: Zero on the assignment and up to 3 days of ISS
- Third & Subsequent Offense: OSS Progression (1, 3, 5, ...)

Aggressive Physical Contact – Pushing and shoving, not to the extent of fighting.

- First Offense: 1 to 3 days of ISS
- Subsequent Offense: 3 to 10 days of ISS

Alcohol - Possession of and/or presence under the influence of alcohol regardless of whether the student is on school premises.

- First Offense: Up to 10 days OSS, with a recommendation to the Superintendent for an additional suspension of up to 90 school days. The suspension may be reduced to 15–30 days if the student completes approved treatment during the first ten (10) days of suspension. Notification to law enforcement will also occur.
- Subsequent Offenses: 10 days OSS, with a recommendation to the Superintendent for an additional suspension of 90 Days OSS to Expulsion. Notification to law enforcement will also occur.

Arson - Intentionally causing or attempting to cause a fire or explosion

- First Offense: Up to 10 days OSS, with a recommendation to the Superintendent for an additional 30 to 90 days OSS. Notification to law enforcement will also occur.
- Subsequent Offenses: 10 days OSS with a recommendation to the Superintendent for an additional 170 days OSS. Notification to law enforcement will also occur.

Assault - Assault of a Student or Staff Member – use of physical force with the intent to do bodily harm (Refer to Policy 2673 and Regulation 2673 – Reporting of Violent Behavior)

- First Offense: Up to 10 days OSS, with a recommendation to the Superintendent for an additional 30 days OSS. Notification to law enforcement and prosecution may also occur.
- Subsequent Offenses: 10 days OSS, with a recommendation to the Superintendent for an additional 30 to 180 Days OSS or Expulsion. Notification to law enforcement and prosecution may also occur.

Bullying – (See Policy 2655)

Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Anyone reporting an instance of bullying may be asked to fill out the district Bullying Report Form.

- First Offense: 1 Day ISS to 10 Days OSS
- Subsequent Offenses: Up to 10 days OSS, with a recommendation to the Superintendent for an additional 30 days OSS

Defiance of Authority - Refusal to obey directions or defiance of staff authority

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: 3 Days ISS to 10 Days OSS

Disruptive/Disrespectful Behavior - Conduct which has the intentional effect of disturbing education or the safe transportation of a student.

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: 3 Days ISS to 180 Days OSS and possible notification of law enforcement officials.

Demeaning Language or Conduct - Use of hate language to demean other persons due to the race, gender, disability, natural origin, or religious beliefs. This provision also includes conduct, verbal, written, or symbolic speech which materially and substantially disrupts class, school activities, transportation, or school functions.

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: 3 Days ISS to 10 days OSS and possible notification of law enforcement officials. A recommendation may also be made to the Superintendent for an additional 170 days of OSS.

Drugs/Controlled Substance- Policy 2641

Possession or presence under the influence of a controlled substance or substance represented to be a controlled substance while at school, on the school playground, on the school parking lot, a school bus or at a school activity whether on or off of school property.

- First Offense: Up to 10 days OSS with a recommendation to the Superintendent for an additional 90 to 180 Days OSS and notification to law enforcement officials. (May be reduced to 30 days if drug abuse treatment is started in the first ten days of suspension.)
- Subsequent Offenses: 10 days OSS with a recommendation to the Superintendent for an additional 180 days to Expulsion and notification of law enforcement officials.

Drug Paraphernalia – including jewelry and pictures

- First Offense: 1-3 days ASD
- Second Offense: 1-3 days of ISS
- Subsequent Offenses: 1-10 days OSS and Parent/Principal conference

Sale of a controlled substance -or substance represented to be a controlled substance while at school or at any of the locations described above.

- First Offense: Up to 10 days OSS with a recommendation to the Superintendent for an additional 90 to 180 Days OSS and notification to law enforcement officials. (May be reduced to 30 days if drug abuse treatment is started in the first ten days of suspension.)
- Subsequent Offenses: 10 days OSS with a recommendation to the Superintendent for an additional 180 days to Expulsion and notification of law enforcement officials.

Prescription Medication- Possession of a prescription medication without a valid prescription for such medication on school premises or on a school bus.

- First Offense: 3 Days OSS to 10 Days OSS
- Subsequent Offenses: 10 days OSS with a recommendation to the Superintendent for an additional 180 days OSS.

Distribution of prescription medication to any individual who does not have a valid prescription for such medication on school premises or on a school bus.

- First Offense: Up to 10 days OSS with a recommendation to the Superintendent for an additional 90 to 180 Days OSS and notification to law enforcement officials. (May be reduced to 30 days if drug abuse treatment is started in the first ten days of suspension.)
- Subsequent Offenses: 10 days OSS with a recommendation to the Superintendent for an additional 180 days to Expulsion and notification of law enforcement officials.

Excessive Classroom Misconducts – Students who receive 10 or more referrals to the office will be considered persistent offenders. Students who exhibit harmful/threatening behaviors to themselves or others may also be eligible for long-term suspension. Long-term suspension is also a possible consequence for certain specific misbehaviors.

- Up to 10 days OSS with a recommendation to the Superintendent for an additional 90 to 180 Days OSS

Extortion - Verbal threats or physical conduct designed to obtain money or other valuables

- First Offense: 1 Day ISS to 10 days OSS
- Subsequent Offenses: 3 Days ISS to 10 days OSS to a recommendation to the Superintendent for an additional 20 days OSS.

Fighting - Physically striking another in a mutual contact as differentiated from an assault.

- First Offense: Subsequent Offense:
 - Kindergarten – 1st grade: ½ Day ISS: 1 Day ISS to 3 days OSS
 - 2nd grade – 4th grade: 2 Days ISS : 2 Days ISS to 5 Days OSS
 - 5th grade – 8th grade: 3 Days OSS: 5 to 10 Days OSS

Firearms and Weapons (Refer to Policy 2620/Regulation 2620 - Firearms and Weapons in School)- Possession of a firearm or weapon

- First Offense: Up to 10 days OSS with a recommendation to the Superintendent for an additional 170 days OSS and notification to law enforcement officials.
- Subsequent Offenses: 10 days of OSS with a recommendation to the Superintendent for expulsion and notification of law enforcement officials.

Harassment – See Policy 2130 – Harassment

- First Offense: 1 Day ISS to 10 Days OSS
- Subsequent Offenses: 5 to 10 days OSS to recommendation to the Superintendent for possible expulsion

Improper Display of Affection - Consensual kissing, fondling, or embracing

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: 3 Days ISS to 10 Days OSS

Improper Language-Threatening Language-Use of verbal, physical or written threats to do bodily harm to person or personal property.

- First Offense: 1 Day ISS to 10 Days OSS
- Subsequent Offenses: 3 Days ISS to 10 days OSS with a possible recommendation to the Superintendent for up to an additional 20 days OSS

Inappropriate Conduct - Any behavior that can be considered inappropriate, concerning, or threatening. Such behaviors may include words(verbal or written) or actions. Such behaviors may have been meant solely to harass or injure other people in manners such as, but not limited to, threats of violence or defamation of a person's race, religion, gender, or ethnic origin. This includes any speech that is solely meant to initiate rumors and ill will.

- 1st offense - Up to 1 day OSS
- 2nd offense - Up to 3-5 days OSS
- 3rd offense & subsequent offenses - OSS progression, possible notification to law officials

Inappropriate Sexual Conduct

Physical touching of another student in the area of the breasts, buttocks, or genitals

- First Offense: 1 to 10 days OSS
- Subsequent Offenses: 5 days OSS to possible recommendation to the Superintendent for expulsion

Use of sexually intimidating language, objects, or pictures.

- First Offense: 1 to 10 days OSS
- Subsequent Offenses: 5 days OSS to possible recommendation to the Superintendent for expulsion

Indecent Exposure - Includes display of breasts, buttocks and genitals in a public location

- First Offense: Principal conference to 10 days OSS
- Subsequent Offenses: 5 to 10 days OSS with a possible recommendation to the Superintendent for an additional 170 days OSS

Lack of Cooperation - Not following directions, completing class work, and/or not participating in group projects.

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: Alternative placement until work is completed.

Technology Violation

Searching inappropriate titles/items on the internet or attempting to view inappropriate pages.

- First Offense: Loss of internet privileges for a week with alternative assignment.
- Second Offense: ISS to loss of computer for the quarter
- Third Offense: In School Suspension to Out of School Suspension

Attempt to bypass school filter

- First Offense: ISS to loss of computer for the quarter
- Subsequent Offense: In School Suspension to Out of School Suspension

Altering device to hide behavior – such as deleting history, pictures, files, etc.

- First Offense: ISS to loss of computer for the quarter
- Subsequent Offense: 3 days of ISS - 10 days of OSS

Theft - Nonconsensual taking or attempt to take the property of another

- First Offense: Restitution plus 1 day ISS to 10 days OSS and possible notification of law enforcement officials.
- Subsequent Offenses: Restitution plus 1 to 10 days OSS with a possible recommendation to the Superintendent for an additional 20 days OSS and possible notification of law enforcement officials.

Tobacco - Possession or use of tobacco or tobacco products

- First Offense: 3 Days OSS to 10 days OSS
- Subsequent Offenses: 3 to 10 days OSS with a possible recommendation to the Superintendent for an additional 20 Days OSS and possible notification of law enforcement officials.

Truancy - Absent or tardy from class or classes without authorization (See also Policy 2340 - Truancy and Educational Neglect.)

- First Offense: Principal conference to after-school detention to 3 Days ISS and possible notification to law enforcement officials.
- Subsequent Offenses: 3 Days ISS to 10 Days OSS and possible notification of law enforcement officials

Use of Obscene or Vulgar Language- Language which depicts sexual acts, human waste, and blasphemous language

- First Offense: Principal conference to after-school detention or to 3 Days ISS
- Subsequent Offenses: 3 Days ISS to 10 Days OSS

Vandalism - Intentional damage or attempt to damage property belonging to the staff, students, or the District

- First Offense: Restitution plus 5 hours school service and possible notification of law enforcement officials.
- Subsequent Offenses: Restitution plus 10 hours school service to 10 days OSS and possible notification of law enforcement officials.

Student Due Process

The constitutional rights of individuals ensure the protection of due process of law; thereof, this system of constitutional and legally sound procedures is developed with regard to the administration of discipline in the Lonedell R-XIV School District.

1. The hallmark of the exercise of disciplinary authority will be fairness.
2. Every effort shall be made by administration and faculty members to resolve problems cooperatively with the student and parent or guardian.
3. Students must be given an opportunity for a hearing (if it meets the conditions and requirements under the "Student Discipline Hearing" section) if they or their parents/guardians indicate the desire for one if the discipline qualifies for a hearing. Please refer to the section "Student Discipline Hearings" below for specific information.

Discipline for Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the District's discipline policies applies to all students. The District may discipline a student with a disability who has not complied with the District's discipline policies in a manner that is consistent with the District's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy (Policy 2672 Regulation 2672).

Student Discipline Hearings

Procedure in hearings before the Board of Education on suspension and expulsion matters:

1. Students or their parents/guardians may request a hearing before the Board of Education to contest any suspension in excess of 10 school days. The request will be addressed to the Superintendent, who will review all matters concerning the suspension and make a recommendation whether to refer the request to the Board of Education for a hearing.
2. No student may be expelled until this matter is reviewed in a hearing before the Board of Education.
3. The parent/guardian may represent their student or may retain an attorney to act as a representative in the defense of the student. The representative will have the right to present witnesses, question any and all witnesses as herein provided, and make a statement and offer exhibits on the nature of the evidence and disposition of the case. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Superintendent of such representation at least 24 hours prior to the scheduled time of the hearing.
4. Prior to the hearing, the parties, or their attorneys, may examine the School District Office the discipline report and all related records.
5. Upon the request of any party, the Superintendent shall submit for review at the hearing the student's behavioral and academic record. If necessary, the information contained in such a record may be explained and interpreted by a person trained in its use and interpretation. All parties shall be instructed to respect the confidentiality of all such records and information.
6. At the hearing, the Board of Education may consider a student's record of past disciplinary actions, criminal court records, juvenile court records, and any actions of the student, which would be criminal offenses.

7. The parties may present their version as to the charges and make such showing by way of affidavits, exhibits, and witnesses as they may desire, before testifying, witnesses shall be sworn.
8. The President of the Board of Education or the Chairman of the designated committee of the Board shall have full charge of the hearing and shall have the authority to direct its proceedings and to control the conduct of all persons present in according herewith. Such authority shall include the limitation of questioning that is unproductive, lengthy, or irrelevant. The Board of Education may invoke reasonable limitations on the number of witnesses.
9. The hearings shall not be open to the public unless requested by the student's parent/guardian or those having his/her custodial care. However, if the hearing is open to the public, the Board of Education may set reasonable limitations on the number of people present upon available space and need for orderly proceedings.
10. The Board of Education shall also have the right to exclude the public or any person or persons if it shall determine that any person or group of persons is disrupting the hearings. Unless public, as herein above provided, hearings may be attended only by members of the Board of Education, the Superintendent of Schools, the School Board attorney, the Principal, the student, the parent/guardian and their representatives. Witnesses may be present only when giving information at the hearing. With parent/guardian permission, the student may be excluded at times when the student's psychological or emotional problems are being discussed.
11. A record shall be made of any information presented at the hearing. The District shall keep statements and other written matters presented on file.
12. As soon as practicable after the hearing, the Board of Education shall make its decision and transmit the same in writing to the parties and the Superintendent.
13. The Board of Education or its committee shall decide by majority vote whether the student has engaged in the misconduct charged by District Administrators. The decision must be based solely on the evidence presented at the hearing and must include findings of fact on which the decision rests.

Bullying Incident Report Form

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 it to the elementary office. Reports of bullying will be investigated, and disciplinary action will be taken as warranted.

Date Filed: _____ Your Name: _____

Phone Number(s): _____

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

- You are a: ☐ Student ☐ Parent ☐ Employee ☐ Volunteer

Date(s) of alleged 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 the back side of this 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, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.

This section is for the use of District Administration

Date Received by Administration: _____

Investigative Action Taken: _____

Result of Investigation/Action Taken: _____

Signature of Administration: _____ Date: _____

Mickes Goldman O'Toole, LLC

District Policy and Safe Schools Act

Corporal Punishment

1. Corporal punishment as a measure of correction is permitted. It shall be used only when all other reasonable means have failed and then only in reasonable form and on the recommendation of the principal (principal requires a signed permission note from parents prior to any student being paddled). If found necessary, it should be administered by the principal/designee in a private area of the school. It should never be inflicted in the presence of other pupils or without a witness.
2. Corporal punishment shall be administered only by swatting the buttocks (maximum of three) with a wooden paddle. A staff member may, however, use a reasonable physical force against a pupil without advance notice to the principal if it is essential for self-defense, the preservation of order, or for the protection of other persons or property of the school district.

District Policies

District Policies may be found on our website at www.lonedell.org under District Information.

Definitions & Examples of Harassment (Regulation 1300)

Harassment or discrimination because of an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law is prohibited in this District. The District also prohibits retaliation against a person who files a complaint of discrimination or harassment or participates in an investigation of allegations of harassment or discrimination.

This Regulation governs and outlines the procedure for filing a complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified in Policy 1300 (outside of Title IX). A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 of the Rehabilitation Act of 1973 should be filed in accordance with the procedures outlined in Regulation 2110.

DISTRICT'S COMPLIANCE OFFICER

The following person has been designated as the District's Compliance Officer to handle inquiries or complaints regarding the District's non-discrimination policies:

Dr. Shannon Banderman

7466 Highway FF, Lonedell, MO 63060

(636) 629-0401

TitleIX@lonedell.org

The District has designated the Compliance Officer responsible for identifying, preventing, and remedying unlawful discrimination and harassment in the District. The Compliance Officer is responsible

for ensuring District compliance with this Policy and Regulation, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other state and federal nondiscrimination laws. See Regulation 1301 for the individual(s) designated by the District to be the Title IX Coordinator with the responsibility to identify, prevent, and remedy unlawful harassment and related retaliation in accordance with Title IX of the Education Amendments of 1972.

The Compliance Officer will:

1. Receive complaints of discrimination or harassment based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law.
2. Oversee the investigative process.
3. Assess the training needs of District staff and students in connection with the dissemination, comprehension, and compliance with this Regulation.
4. Arrange for necessary training required for compliance with this Regulation.
5. Ensure that investigations are conducted by an impartial investigator.
6. In the event the complaint is made about the Compliance Officer or Compliance Officer's immediate supervisor, the District will consider the appointment of an outside investigator.

*If any complaint involves allegations against the Compliance Officer, the Complaint shall be filed directly with the Superintendent, unless the Superintendent is the Compliance Officer, or President of the Board of Education.

Definitions

For the purpose of this Regulation, the following terms are defined:

Compliance Officer: The District employee(s) designated by the Board of Education to coordinate the District's compliance with District policy, Missouri statutes, and federal laws regarding discrimination, harassment and retaliation based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic or any other characteristic that is protected by law.

Day: A calendar day. All timeframes and deadlines may be extended by the District for good cause, including but not limited to Board-approved holiday breaks and building closures.

Disability: A physical or mental impairment that substantially limits a major life activity.

Discrimination: Adverse conduct directed at an individual or group based on race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law. The encouragement, cooperation, coercing, or support of adverse conduct that is based on race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law is discrimination.

Harassment: Harassment is conduct, including but not limited to, intimidation, ridicule or insult, toward an individual or group because of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law and is so severe or pervasive that it:

- Affects an individual's ability to work in, participate in, or benefit from an educational program or activity; and
- Creates an intimidating, threatening, abusive hostile or offensive environment; or
- Has the purpose or effect of substantially or unreasonably altering the work or educational environment.

For the purposes of this Regulation, sexual harassment is defined as unwelcome conduct of a sexual nature or based upon sex when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or consequence is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment.

A student regardless of age cannot consent to the behavior of a sexual nature with an adult irrespective of the circumstances.

Retaliation: Adverse conduct including, but not limited to, conduct of a coercive, intimidating, threatening, discriminatory, or harassing nature because of an individual's good faith complaint, participation in the investigation, testifying, or resolution of discriminatory or harassing conduct based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law.

Student: An individual that is currently enrolled as a student of the District.

For the purpose of this Regulation, the determination of whether conduct is unwelcome is a fact-intensive question that shall be considered on a case-by-case basis.

Examples of Sexual Harassment

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances and application of the definitions immediately above in this Regulation, examples of conduct which may or may not constitute sexual harassment, include, but are not limited to:

- Sexual advances.
- Request for sexual favors.
- Threatening an individual for not agreeing to submit to sexual advancement.
- Sexually motivated touching of an individual's intimate parts.
- Coercing, forcing, or attempting to coerce or force the touching of an individual's intimate parts.
- Display of drawings, graffiti, cartoons, pictures, symbols, or other written material of a sexual nature.
- Sexual gestures.
- Sexual or dirty jokes.
- Sexually provocative or explicit speech.
- Communications about or rating an individual as to his/her body, sexual activity, or performance; and
- Verbal abuse of a sexual nature.

Examples of Race, Color, Nation Origin, Ancestry, Religion, Disability, Age or Genetic Information Harassment

As defined in this Regulation, examples of conduct that may be considered harassment based on an individual's race, color, national origin, ancestry, religion, disability, age, or genetic information, or any other characteristic that is protected by law include, but are not limited to:

- display of drawings, graffiti, cartoons, pictures, symbols or other written material.
- jokes.
- gestures.
- slurs, derogatory stereotypes or remarks, rumors, name-calling, insults, teasing, or taunting.
- threats or intimidating conduct.
- hostile action, physical aggression or violence; and
- damage or theft of property.

Obligation To Report

The District is steadfastly committed to providing an inclusive environment that is free from discrimination and harassment for all its students and staff. Unless a concern is informally resolved, staff and students shall report all incidents of discrimination, harassment and retaliation to the Compliance Officer as set forth in this Regulation. When a formal complaint is filed with the Compliance Officer, the investigation and complaint process detailed below will be used, including a possible determination by the Compliance Officer that the incident has been appropriately addressed through the informal process. Reports of discrimination, harassment and/or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature, extent and urgency of preliminary investigative procedures.

Interim Measures

The District will take action to protect a complainant or persons subjected to discrimination, harassment, or retaliation as necessary during the course of an investigation. Appropriate interim measures will be offered and may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, warning, conferences, exclusion and employee suspension pending an investigation as permitted by the District's policies and law. Additional interim measures to prevent retaliation may include, but are not limited to, notification of the prohibition on retaliation, confirmation that the individual knows how to report retaliation, and follow-up contact.

Investigation And Response

The District will investigate allegations of harassment, discrimination, and/or retaliation and take appropriate steps reasonably calculated to resolve the situation, eliminate the misconduct, prevent its recurrence, and, as appropriate, remedy its effects. The District will take equitable and remedial action within its authority on complaints that come to the attention of the District, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement and/or the Children's Division. Regardless of whether the misconduct is reported to law enforcement and/or the Children's Division, school staff will investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation.

Engaging in harassment, discrimination, and/or retaliation will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in District activities. Anyone else who engages in harassment, discrimination, and retaliation on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Employees and students should fully cooperate with the investigation process.

Informal Process for Resolution

The District takes seriously the obligation to investigate complaints of discrimination, harassment, or retaliation and to take appropriate remedial measures when necessary. The District recognizes that the obligation to investigate and remedy may be accomplished through an informal process, depending on the circumstances.

Anyone may use informal procedures to report and resolve complaints of harassment, discrimination, and retaliation. If a staff member receives an informal complaint of harassment, discrimination, and/or retaliation and the complaint cannot be resolved informally, the staff member shall inform their relevant building administrator or supervisor. The administrator/supervisor may attempt to resolve the matter informally and should inform complainants of this Regulation.

Building administrators/supervisors shall provide information to the Compliance Officer on a regular basis about complaints reported and resolved through the informal process.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or the District.

During the informal complaint process, the District will take prompt and effective steps reasonably calculated to end the harassment, discrimination, and retaliation, and to correct any effects on the complainant.

Informal remedies may include, but are not limited to:

- If the complainant desires, an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face.
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated.
- Developing a safety plan.
- Separating students; or
- Providing staff and/or student training.

The District will inform the complainant (and their parent/guardian when applicable) how to report any subsequent problems. Additionally, the District may conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Formal Process for Resolution

Step One – Complaint to District

Anyone may initiate a formal complaint of harassment, discrimination, or retaliation by filing a written complaint with the District's Compliance Officer. At any step in the formal resolution process, where appropriate, the District will take interim measures to protect the complainant or alleged victim before the final outcome of the District's investigation. Additionally, the District may appoint an outside

investigator at any step of the informal or formal resolution process. A subordinate shall not investigate his/her supervisor.

The following process will be followed at Step One:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute harassment, discrimination or retaliation. The Compliance Officer may draft the complaint based on the report of the complainant for the complainant to review and approve. The Compliance Officer may also conclude that the District needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- Formal complaints must be submitted to the Compliance Officer.
- A charge or complaint of discrimination, harassment, or retaliation filed with an outside agency does not constitute a formal complaint or trigger an obligation to follow the formal complaint investigation procedures as contemplated under this Regulation.

Investigation of Complaint

- The Compliance Officer will receive and investigate all formal, written complaints of harassment, discrimination or retaliation or will investigate if information in the Officer's possession leads them to believe further investigation is required. The Compliance Officer will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Compliance Officer will provide the complainant with a copy of this Regulation.
- Investigations will be carried out in a manner that is adequate in scope, reliability and impartiality. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused party, will have an opportunity to identify witnesses and present relevant evidence. The District and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Compliance Officer will compile a written report of the investigation. The report may include a recommendation of appropriate action to remedy the allegations included in the complaint. The

The Compliance Officer will forward the report and recommendations to the Superintendent. If the Superintendent is the subject of the complaint, the report and recommendations will be forwarded to the Board President.

Response to Complaint

- The Superintendent will review the report completed by the Compliance Officer.
- The Superintendent will respond in writing with a Letter of Outcome to the complainant and the accused party within thirty (30) calendar days of the Compliance Officer's receipt of the written complaint, unless otherwise agreed to by the complainant or if circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the District will notify the complainant in writing of the reason for the extension and the anticipated response date.

- The Letter of Outcome will include: 1) a statement of the outcome of the investigation including whether a preponderance of the evidence establishes that harassment, discrimination, and/or retaliation occurred in violation of Policy 1300) if violation of Policy 1300 is found to have occurred, the assurance that the District will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and 3) notice of the right to appeal to the school board and the necessary filing information.

- Any corrective measures deemed necessary will be instituted as promptly as reasonable.

- The District will inform the complainant (and their parent/guardian if the complainant is a student) how to report any subsequent problems. Additionally, where appropriate the District will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to respond to and appropriately address continuing or new problems.

- If the Superintendent is the subject of the complaint, the actions set forth herein to be completed by the Superintendent will be completed by the Board President.

Step Two – Appeal to Board of Education

Notice of Appeal

- The complainant or accused party may appeal to the Board of Education by filing a written notice of appeal with the secretary of the Board within ten (10) calendar days following receipt of the Letter of Outcome.

On receipt of the written appeal, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting, unless otherwise agreed to by the complainant and the superintendent or for good cause.

- Parties will be allowed to provide comments and information as the Board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the appealing party, the Board will provide written notice of its determination within thirty (30) calendar days following the filing of

the notice of appeal and provide the appealing party with a copy of the determination.

Retaliation

The District prohibits retaliation against a person who files a complaint of discrimination or harassment and further prohibits retaliation against a person who participates in related proceedings or investigations.

Notwithstanding this provision, employees or students found to have intentionally made false or materially misleading allegations of suspected discrimination, harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

Confidentiality

The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses to the extent possible, consistent with applicable law, the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure

obligations. However, pursuant to the District's discretion, information may be disclosed, if necessary, to aid in the investigation, resolution, or appeal of the complaint.

Consequences And Remedies

The District will take prompt, effective and appropriate action to address substantiated discrimination, harassment or retaliation, prevent its recurrence and remedy its effects.

Consequences

Consequences for violations of this Policy and Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting harassment, discrimination or retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from District property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the District Compliance Officer shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and District policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

Remedies

The District will consider remedies for the victim as appropriate including, but are not limited to, providing additional resources such as counseling, moving or reassignment of the perpetrator, or allowing the victim to retake or withdraw from a class.

An allegation of discrimination, harassment and/or related retaliation complaint may not necessarily stop, delay or affect pending personnel actions. This includes, but is not limited to, performance evaluations or disciplinary actions related to a reporter who is not performing at acceptable levels or standards or who has violated district policies or regulations.

Training & Publication of Policy

The District will train its employees on this Policy and Regulation. The training will include the requirements of nondiscrimination and the appropriate responses to discrimination, harassment, and retaliation. The District will notify its employees to report complaints of discrimination, harassment, or retaliation in accordance with this Policy. This training will be provided to employees on an annual basis, and at such other times as the Superintendent, in consultation with the District's Compliance Officer, determines that it is necessary or appropriate. Additionally, the District will provide additional training to the District Compliance Officer on identifying, investigating, and reporting on acts that may constitute discrimination, harassment, or retaliation. District students will be notified regarding this Policy. This Policy will be posted on the District's website and available in Central Office.

Acts of Violence or Serious Violation of School Board Policy

Violent behavior and the phrase acts of school violence are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities. These require districts to maintain records of the offense.

The Principal, or the Superintendent/designee, will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed in Regulation 2673 that are committed on school property, including school buses, or while involved in school activities.

Student Participation in Secret Organizations and Gangs

The principal will establish procedures and regulations to ensure that any student is wearing, or carrying, or displaying gang paraphernalia, exhibiting behavior or gestures which symbolize gang membership; causing and/or participating in activities which intimidate or affect the attendance of another student, shall be subject to disciplinary action

Dress Code

THE DRESS CODE MUST BE FOLLOWED DURING SCHOOL AND AT ALL SCHOOL ACTIVITIES.

It is generally accepted that cleanliness, good grooming, and appropriate dress are necessary to reduce distraction, promote health, and provide a productive learning atmosphere. Students are expected to dress in school-appropriate clothing. Extreme dress and personal appearance that tend to cause distraction or pose health problems will not be tolerated at school. Common sense and reasonable attitude should eliminate the need to correct students in the area of dress and personal appearance. However, in those cases of abuse, the school administration will make the final judgment. Students who fail to dress appropriately will be loaned appropriate clothing if their parents are unable to bring appropriate clothing to school. Failure to comply with the dress code will result in one day of ISS. The following guidelines must be followed at all times:

- No hats, including bandanas.
- No sagging or bagging pants.
- No pajamas (Should the school have a special pajama dress day, it will be announced in advance; only appropriate pajamas will be tolerated.)
- No revealing clothing. Revealing clothing is clothing that shows areas of the breast, stomach, back, or buttocks.
- No spaghetti strap tops, after grade 3.
- No shoes with wheels.
- Shorts, skirts, and shirts must be of appropriate length.

Belts are required with clothing so designed.

No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities. (Policy 2651)

Electronic Devices

Cell Phones

Student cell phones, digital cameras, and similar electronic devices will be banned during the instructional day, as well as in dressing areas during extracurricular activities. Students may bring a cell phone to school. However, the cell phone must be placed in the student locker or turned into the school office at the beginning of the school day to be returned after school. The district is not responsible for damage to cell phones stored in the school office. Violation of this policy will result in in-school suspension, while second offenses will result in out-of-school suspension being imposed.

Parents may apply to the building principal to obtain a hardship exception. In such cases, the student's cell phone must be retained in the principal's office. Students who are granted a hardship may visit the office to use their cell phone for approved purposes. Telephones are also available in school offices for parents to contact their students for legitimate reasons.

Policy 2656

No electronic devices will be allowed at school. Electronic devices include any and all music and game devices. Examples include but are not limited to IPODs, CD Players, Gameboys, DS Systems, MP3 Players.

Electronic Devices, Textbooks, and Supplies

It is expected that students will return textbooks to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged, or defaced books (including those checked out from the library), materials, or equipment. The fines will be for the amount of the loss. When computing a fine, 20 percent of a book's original cost will be deducted for each year it has been used.

First year – 100% of the cost of the book
Second year – 80% of the cost of the book
Third year – 60% of the cost of the book
Fourth year – 40% of the cost of the book
Fifth year – 20% of the cost of the book

Technology Replacement Fees: Replacement fees are listed in the one-to-one handbook.

Students in Kindergarten-8th grade will be assigned a district-owned device.

Students in grades 5–8 are required to have a laptop protective case. To ensure proper fit and protection for the device, cases must be purchased through the district. The cost of the protective case is \$25.00.

All students are also required to have device insurance. The cost of insurance is \$30.00 per student.

The district will waive the insurance fee for families who submit a completed Free and Reduced-Price Meal Application, regardless of whether the family qualifies for free or reduced-price meals.

- First repair (accidental)..... Free
- Second repair (accidental)..... \$50.00
- Additional Repairs (accidental)..... \$50.00

- Intentional Damage Repairs..... Cost of Repair
- Lost Computer/iPad Cost of Device
 - Year 1..... Full Device Amount
 - Year 2.....75% of Device Amount
 - Year 3.....50% of Device Amount
 - Year 4.....25% of Device Amount
- Lost Charger.....\$25.00

If the district has made a reasonable effort to obtain payment for the lost or damaged textbooks to no avail, the district may then withhold the diploma, transcript or grades of any student who fails to return or replace such textbooks at the end of the semester or school year. If a student is graduating, the district may deny the privilege of participating in the graduation ceremony if the student has failed to return or replace a textbook by the date of the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay. Indigent students, as determined in accordance with district guidelines, shall not be required to pay a textbook rental fee or damage deposit. A student shall not be refused use of textbooks based on failure to pay the required fees.

All textbooks, reading workbooks, etc., which are required by the school are furnished free of charge. Pupils should remember that they are using the books for one year and that someone else will have to use them next year.

All textbooks and workbooks are property of the Lonedell R-XIV School District. Pupils should take good care of the books and return them in good condition at the end of the school year or when they transfer from the school. Students will be charged for damage to textbooks and lost textbooks. The replacement cost, amount of damage, and the age of the book will determine the charge for lost or damaged books.

The following suggestions will help the child to care for his/her book:

1. Never touch a book unless your hands are clean and dry.
2. Never turn down a corner of a page.
3. Never turn an open book on its face.
4. Never leave a book in the sunlight or on a dusty shelf or desk.
5. Do not mark in books.
6. Keep books away from heat or dampness.
7. Do not sit on textbooks or leave them on the floor under your desk.

Band instruments: If a band instrument is not obtained within three weeks, the child will be dropped from band.

Emergency Plan

Emergency Response Procedures

Lonedell R-14, in conjunction with Franklin County Emergency Management Agencies and FEMA, have established emergency response procedures to ensure our students and staff's safety. For more information regarding these procedures, please contact the elementary office. In the event of an

emergency, students/staff safety is our number one focus and priority. Communication with parents will be disseminated in a timely manner.

Enrollment

Enrollment of a Student

The following guidelines are provided to assist parents and students. These guidelines are based on District Policies. Policies are available in the office for your review.

All students attending Lonedell Elementary School must reside within the Lonedell School District. Students enrolling in a given grade must have successfully completed the preceding grade, and transfer students must have left their previous school in good standing.

Any change in address, phone number or legal guardianship must be reported to the office.

Food Service

Lunch/Breakfast Program

The Lonedell R-XIV Elementary School provides a well-balanced breakfast and lunch each day.

To prevent problems and/or misunderstandings, we recommend that parents/guardians pay for meals in advance. It works best if students pay in advance, weekly or monthly. If paying for more than one student's meal with one check, write the name of the students on the check. This also helps with only one student per check

Breakfast	Full Price \$2.45	Reduced Price \$0.30
Lunch	Full price \$3.85	Reduced Price \$0.40
Extra Milk	\$0.50	Lost or Destroyed Lunch Card \$1.00

For students to receive a regular school meal, a positive balance must be maintained in their account. In the event that the lunch balance reaches \$25.00, students will be served a sandwich along with one carton of milk. All ability to charge breakfasts and lunches will close on May 1st each year.

After 60 days of student withdrawal, food services student accounts of \$5.00 and under will become district revenue/funds unless a request is made for the balance.

Free and Reduced eligibility guidelines are available upon request in the elementary office or on our website at Lonedell.org.

Guidance Department

Some major areas of service provided by the counselors are:

1. Orientation of new students.

2. Counseling program – personal problems, career plans, high school plans, academic achievement, etc.
3. Parent/student/teacher conferences.
4. Individual and group testing.

Health Services

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). (See also Policy 6130 - Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation

and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

Compass Health Center Partnership

The Lonedell R-14 School District is excited about its partnership with Compass Health Center. Compass received funding through the Franklin County Resource Board.

This partnership will allow a service worker to be in our district weekly to provide additional support for students and families. If you choose not to participate in this provided resource, please notify the office in writing.

Health and Personal Cleanliness

School progress depends largely upon the good physical condition and good social habits of the child. Children who come to school clean and properly groomed are better prepared to succeed academically.

Immunizations

As mandated by the Missouri Department of Health, all students are to be immunized against the diseases of diphtheria, pertussis, tetanus, polio, measles, mumps and rubella. Students shall not be permitted to attend school unless they have been immunized as required under the rules and regulations of the Missouri Department of Health.

Administering Medicines to Students

Prescription Medication:

1. The student's authorized prescriber shall provide a written request that the student will be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state adverse effects and applicable emergency instructions.
2. In lieu of the prescriber's written request, the District will accept a prescription label properly affixed to the medication in question. Said label must contain the name of the student, name of the drug, dosage, frequency of administration, route of administration, diagnosis and the prescriber's name.
3. A parent/guardian must request in writing that the School District comply with the authorized prescriber's request to give medication. (The district will not administer the initial dose of any new prescription except in an emergency.)

Over-The-Counter Medication:

Over-the-counter medications may only be administered with parental permission. A completed Health History and a completed over-the-counter medication form must be on file before any oral medication may be administered. Over-the-counter oral medications will only be given three (3) consecutive days or five (5) times in a school calendar year without a written prescription from a physician/nurse practitioner. The school nurse has a supply of certain over-the-counter medications; any other medications that parents wish or their child to take should be given to the nurse in the original packaging along with the signed parent permission to give over-the-counter medication form.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

1. A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The School District shall provide secure, locked storage for medication to prevent diversion, misuse, or ingestion by another individual.
2. The administration of medication, over-the-counter medications, is a nursing activity, governed by the State of Missouri Nursing Practice Act. The registered professional school nurse must perform it. The nurse may delegate and supervise the administration of medication by unlicensed personnel who are qualified by education, knowledge, and skill to do so. The registered nurse must provide and document the requisite education, training, and competency verification. The nurse is also empowered to contact the prescriber or pharmacist filling the prescription to discuss the prescription if the nurse has questions regarding the administration of such medication.

Self-Administration of Medication – Regulation 2870

Students with asthma or any potentially life-threatening respiratory illness may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests that his/her student be permitted to carry and self-administer such medication. Permission form for self-administration is part of this regulation.

Students with asthma, anaphylaxis, or any chronic health condition may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests that his/her student be permitted to carry and self-administer such medication. A permission form for self-administration (Form 2870) is required. Provided, however, that:

1. A licensed physician has prescribed or ordered such medications for use of the student and has instructed the student in the correct and responsible use of such medications;
2. The student has demonstrated to the student's licensed physician or designee and the school nurse the skill level necessary to use the medications and any device necessary to administer such medications;
3. The student's physician has appended and signed a written treatment plan for managing asthma and anaphylaxis episodes of the student and for medications for use of the student. Such plan will include a statement that the student is capable of self-administering the medication under the treatment plan;
4. The student's parent/guardian has completed and submitted to the school the student's treatment plan and liability statement.
5. The student's parent/guardian has signed a statement acknowledging that the district and its employees will incur no liability as a result of any injury arising from self-administration of medication by the student or administration of such medication by school staff. (see Form 2870.1)

The authorization for the possession and self-administration of medication to treat a student's asthma or anaphylaxis permits authorized students to possess and self-administer such student's medication while in school, at a school-sponsored activity, and in transit from school or a school-sponsored activity. Such authorization will be effective for the school year when issued and for the school attended when the authorization is issued. Such authorization must be renewed each subsequent year in order to remain effective. Information concerning the student's condition treatment plan, authorization, and related documents will be kept on file in the school nurse's office and be easily accessible in the event of an asthma or anaphylaxis emergency. Duplicate prescribed medication, as described in this policy, will be kept in the school's nurse's office and be reasonably accessible to the student and school staff in the event of an asthma or anaphylactic emergency.

Parent/Guardian Administration

In situations where the above requirements are not met, or any time the parent/guardian chooses, the parent/guardian may come to school to administer medicine to his/her student.

Exception for Potential Harmful Administration

It shall be the policy of this School District that the District will not knowingly administer any medication to a student if the School District's registered professional school nurse believes, in his/her professional

judgment, that such administration should cause harm to the student, other students, or the School District itself. Such cases may include, but are not necessarily limited to, situations in which the School District is being asked to administer medication in a dosage that exceeds the highest recommended dosage listed in the current annual volume of the Physician's Desk Reference or other recognized medical or pharmaceutical text.

Emergency Epinephrine – Emergency Asthma Medication

The district has on hand, epinephrine and emergency asthma medication to be used in an emergency for any student. Please notify the school nurse in writing if you do not want these medications administered to your child in the event of an emergency.

Students with Communicable Diseases

1. The following administrative guidelines have been developed to assist in implementing Policy 2860/Regulation 2860:
2. The District's policy and regulations on communicable diseases, including detailed information about procedures to be implemented if a student with a chronic infectious disease is enrolled, will be disseminated annually to parents of all students attending Lonedell R-XIV School District.
3. All employees will follow the most recent guidelines issued by the Centers for Disease Control (A copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse). This includes applicable universal precautions in cleaning up body fluid spills, regardless of whether an individual is infected with a body fluid or blood-borne pathogen is known to be present in the school environment or related activities. Willful or negligent disregard for these precautions by any staff member will be cause for disciplinary action,

Acute Infectious Disease

A staff member, who has reason to believe that a student has been exposed to a contagious infectious disease, or who observes symptoms of such a disease, shall inform the principal. The principal will consult with the school nurse about the child.

1. If the school nurse determines that the student has an acute contagious or infectious disease, the principal will exclude the student from school for the number of days specified in the latest revision of the Missouri Department of Health Publication (Prevention and Control of Communicable Diseases – A Guide for School Administrators, Nurses, Teachers and Day Care Operators), PACH – 16, or until a physician certifies that the student no longer is liable to transmit the disease.
2. If a student has been excluded from school by the principal because the student has or is suspected of having an acute contagious infectious disease, the student and his/her parent/guardian may appeal such a decision in writing to the Superintendent. The Superintendent may require the student to be examined by a physician designated by the District, the child's own physician, or both – at the option of the Superintendent. The student shall not attend classes or participate in school activities during the appeal period.

Chronic Infectious Disease

1. If the principal, after consulting with the school nurse, determines that a student may have a chronic infectious disease, the student may be excluded from school and provided an education in an alternative setting until the following procedures have been concluded. Prior to excluding the student, the student's parents/guardians shall receive written notification of the

intent to exclude and their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973.

2. The principal shall immediately report any student who has or is suspected of having a chronic infectious disease to the Superintendent or his/her designee. The Superintendent or his/her designee shall, within three (3) working days, appoint a review committee to assess the student's medical condition. The committee should include the following:
 - a. The student's parents/guardians.
 - b. The student's physician.
 - c. A physician specialist in public health or infectious diseases.
 - d. The Supervisor of Health Services, who shall serve as Chairperson of the review committee, or his/her designee.
 - e. The principal.
 - f. The Superintendent or his/her designee.
 - g. Others mutually agreed upon by the District and the parents/guardians.
 - h. The District's legal counsel may serve on the committee in an advisory capacity.
3. If the student has been identified as a student with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), the student may be excluded from school and provided with an education in an alternative setting as long as such exclusion does not constitute a change in placement pursuant to the IDEA. The student's medical condition and educational placement will be evaluated in accordance with the procedures set forth above, with the additional provisions as specified in Policy 2860.

Homework

Homework is a necessary function of school. Please check your child's backpack every night for homework assignments, notes, etc. Homework must be completed and is due on the date designated by the teacher. Homework that is more than two weeks late will not be accepted. Students should read 15-20 minutes per night in addition to homework. Teachers may provide parents and students with specific objectives/syllabus related to their class expectations, including homework. These objectives should be followed.

Instruction and Curriculum

Physical Education Participation

It is the policy of the physical education department not to accept written excuses from the parents without a physician's note. Therefore, we encourage all students to do their best in participation each day, with the exception of obvious injuries such as broken arms, legs, sprained ankles, etc. Students should wear appropriate gym shoes during physical education class. Improper shoes or dress will be considered a failure to participate.

Human Sexuality Curriculum (Policy 6116)

The parents/guardians of each student will be advised of:

- The content of the District's human sexuality instruction;

- Their right to remove their student from any part of the District's human sexuality instruction.

The District's human sexuality curriculum will be available for public examination prior to its use in actual instruction. This may be obtained by contacting the elementary office.

Virtual Education/Instruction (Policy 6190/Regulation 6190)

Because virtual instruction can be an effective education option for some students, there may be courses available either through a district-provided virtual option or through the Missouri Course Access Program (MOCAP). More information about virtual courses can be found on our website at www.lonedell.org

Curriculum Services State Mandated Curriculum:

American History – Policy 6115

As provided by state law, the District's curriculum will include American History components.

American History courses at all levels will include instruction in the details and events of the racial equality movement that have resulted in major changes in the laws and attitudes of the United States and of Missouri. Instruction will be sequenced in the proper timeline.

Every school shall devote one entire class period annually to an observance of the significance of Veteran's Day.

Eighth Grade Lonedell R-14 Students will be required to complete the curriculum of the United States and Missouri Constitution Standards in order to receive a Lonedell R-14 Academic Diploma. Students will be required to pass the assessment with at least a D- average. Students who do not pass will be allowed to re-take the test at the discretion of the administration. Students with a 504 plan or an IEP will follow their plan according to their constitution objectives/ or accommodations. Students who enroll in Lonedell R-14 after the curriculum is taught during the 8th grade year will be exempt from this requirement for graduation diploma.

Internet/E-mail Guidelines and Computer Ethics

This code of practice governs the publishing of information in electronic format by students of Lonedell R-14 School, and in particular, the use of school computer facilities.

Lonedell School District is committed to ensuring a learning environment in which all persons treat others with humanity and respect. Every student is expected to conduct himself/herself in a manner which will not discredit or harm the school or its members. Failure to maintain this standard shall constitute a breach of school policy.

It is important that information systems are not misused by the sending or displaying of material, or publicizing access to such material, which is offensive or illegal.

PORNOGRAPHY- the displaying or accessing of pornographic or sexually explicit material is not allowed.

LIBEL- facts concerning individuals or organizations must be accurate and verifiable, and views or opinions must not portray their subjects in a way which could damage their reputation.

Students are required to agree with the following computer ethics:

1. Never knowingly post or forward information that is not true.
2. Have good manners.
3. Be creative, not destructive.
4. Always obey copyright laws.
5. Think before you send.
6. Not use someone else's account or password or share yours with anyone.
7. Obtain permission before uploading, downloading, and printing.
8. Follow the Network Etiquette and Privacy of District Regulation 6320
9. Avoid accessing, viewing, creating, and distributing materials inappropriate for the school environment.
10. Conserve ink and paper resources by printing only what is needed for school projects/assignments.
11. Use school computers during school hours for school-required research or projects and refrain from using the Internet for personal interest or using personal e-mail accounts.

Parents who do not want their children using the Internet or e-mail need to send a letter to the office stating that request. Otherwise, signing and returning the student handbook form implies students are allowed to use the Internet/e-mail.

Parent and Community Involvement

The District will involve parents/community members through parent/teacher conferences, open house, volunteer programs, chaperoning field trips, PTO, Bobcat Boosters, Parents as First Teachers, and community events, career day.

Community Involvement in Decision Making

The Board of Education recognizes that many residents of the District may be especially qualified to take an active part in school affairs because of their training, experience, or personal characteristics and encourages them to take an active part in school affairs. The Board shall give substantial weight to the advice it receives from individuals and community groups interested in the District's schools but shall use its own judgment in arriving at decisions.

Pick-Up Procedures

Parent/Guardian will be given a pick-up card and pass code needed for pick-up of students. This procedure will be closely monitored and can be set up by the secretaries in the Elementary office.

Program Implementation and Coordination

The principal of Lonedell R-XIV will act as the facilitator for this undertaking. The principal will organize and manage parent involvement in the school with the help of individual parents/staff/community. Management of the program will ensure that parental participation is recognized as an asset to the school.

Parent Family Involvement Plan

Parent Family Involvement Plan

Lonedell R-XIV School District Lonedell Elementary and Middle School K-8

Building Parent/Family Involvement Plan

MISSION: Success, Nothing Less! It is the mission of the Lonedell R-XIV School District, in partnership with the community, to teach all children, providing them with an excellent education, making them productive members of society.

Purpose:

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students.

Lonedell R-XIV School District Goals

In order to implement the Board's commitment to parent/family involvement in students' education, the District has implemented a Parent/Family Involvement Plan with the following features:

A committee of parents, staff, and community representatives, appointed by the Superintendent, will serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

1. Regular two-way communication between school and parents/families. Such communication will include but not be limited to scheduled parent visits to school, electronic communication, use of daily planners and folders, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.
2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers, and providing family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda, sign-in sheets, and meeting minutes will be prepared and maintained by the District.
9. Full opportunity for parent participation will be provided to all parents including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
10. Conduct an annual evaluation of the policy and resolve any barriers that would limit the involvement of parents. (Examples of barriers include, but are not limited to, economically

disadvantaged, limited English proficiency, limited literacy, disabled, or of any racial or minority background.

This is in accordance with Policy 1405 (Regulation 1405)

Title 1 Parent/Family Involvement (Policy 1621)

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators, and related personnel.
2. Provide an orientation meeting for parents each school year before the end of the first quarter.
3. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
4. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
5. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
6. Offer workshops for parents on how to help assist in the instruction of their children.
7. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as meeting minutes, will be maintained by the District.
8. Send data regarding year-end Title I program evaluation results to all parents.
9. Invite parents to and include parents in Title I program review team meetings.

Notify parents regarding the professional qualifications of their student's classroom teachers.

Migrant Education Program (MEP)

Parent Involvement (Policy 2270)

For purposes of Board policies and regulations, the phrase migratory students shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six

(36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another.

The District will identify migrant students by including a question on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students (Regulation 2260).

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

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

Limited English Proficiency (LEP) Parent Involvement

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. The District will identify the LEP/ELL (Limited English Proficiency/English Language Learner) student

by including a question on the District's enrollment form. If it is indicated that a LEP/ELL student is enrolling, he/she will be given the Wida- Access Placement Test (W-APT) to determine if the student qualifies for ELL services under state and federal law. If the student is identified as eligible, the District will provide appropriate programs to address the student's needs.

Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

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.

Communication Strategies

The District will provide communication opportunities for parent/community members through the website, direct mailings, notices to parents, the use of available local media, activities at school, school/classroom newsletters, automated calling system and report cards/progress.

In order to accomplish this goal, the school will be proactive in our communication with parents. Communication formats used by the district include:

- School Handbook
- Local Newspaper
- Website
- Email/mail
- Newsletters
- Parent Teacher Organization
- Parent/Teacher Conferences
- Letters to Parents
- Daily folders K-4th grade
- Conduct Cards 5th-8th grade
- Weekly calls/texts to parents
- Messages to parents through Seesaw

The School District Will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- The district will continue to teach curriculum aligned to the Missouri Learning Standards.
- The district will develop common formative and summative assessments in all areas.
- The district will use assessments to drive instruction, using the Missouri Model Districts.
- The district will provide professional development opportunities to teachers and staff that address curriculum, instruction, and assessment practices related to student achievement.
- Teachers will implement learned instructional strategies that will enhance student understanding and engagement.
- All staff will meet in their respective PLC groups weekly to discuss student data, progress and interventions, curriculum, assessment using the Collaborative Work Model, and shared leadership of the districts vision of providing a safe, engaging and positive education for all students.
- Develop additional and extended academic programs for additional learning.
- Inform parents, at the beginning of the school year, through the School Handbook, the Parents Right to Know in regards to teacher qualifications.

Hold Parent-Teacher conferences (at least 2 times per year in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Title I teachers will assist in these meetings and provide parents with evaluation of student progress. Provide timely notification to parents, in the form of letters and flyers, regarding Title I Meetings, school program reviews, school review/ improvement meetings and workshops.

- A school wide Open House/Meet the Teachers Night will be scheduled the first week of school each year.
- Provide a Title I Orientation/Informational Meeting at the beginning of the school year. Provide two Title I Activity Fun Nights for parents and families per school year.
- Provide parents with frequent reports on their children's progress.
 - 5th – 8th grade - Conduct cards will be used for weekly progress of both academics and behavior.
 - K-4th grade – Daily folders will be sent home for current updates and communication with parents.
 - The teachers will send Progress Reports (mid-quarter) and Report cards at the end of each quarter. Report cards are to be signed by parents and returned within one week.

Provide parents reasonable access to staff.

Teachers are available before and after school for telephone conversations as well as during plan time. Arrangements can be made with individual teachers for meetings and email access which is available on our website.

Provide parents opportunities to volunteer and participate in their child's class.

Provide and sponsor activities to address the needs of children which are unmet due to the absence of one parent, as a need arises.

Parents/Grandparents/community are encouraged to participate and volunteer in special school activities. The following must be completed:

1. Complete and return the Volunteer Registration and Survey Application.

2. Submit a copy of your Social Security Card (This needs to be submitted each year with the MO DHSS Registration Form)
3. Submit the \$15.25* Missouri Department of Health and Senior Services registration fee (first time only). *Subject to change based on the state rate.

View the film "Smarter Adults, Safer Children" Training Video as assigned by the district.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure my child receives the proper amount of sleep, a good meal, has proper school supplies, and attends school every day.
- Making sure that my child spends the proper amount of time in home study and preparation for his/her class.
- Volunteering in my child's classroom for special events and parties and taking interest in school activities and organizations.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Meeting with my child's teacher (s) and inquire about his/her progress in schoolwork; contacting the teacher/principal with any concerns about problems that may have an adverse effect upon my child.

Student Responsibilities

I, as a student of Lonedell R-XIV, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when needed.
- Read/Homework at least 20 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the classroom and school rules to keep me safe and productive.

Visitors

Lonedell R-XIV School has developed guidelines for parent visitation and classroom visitation. Lonedell R-XIV School District does not have policies or procedures that would discourage a parent from visiting a school. Parents are encouraged to attend special school events and class parties.

All visitors will report to the Elementary Office where they will use their driver's license to sign into the building using the Securly e-visitor system. They will be asked their destination and receive a name tag which will be visibly placed on clothing. Visitors are required to wear the name badge given to them while on campus. Visitors will sign out when leaving the building.

Parent input and questions are welcomed by the school district. The appropriate personnel are available to parents if a meeting is scheduled. (See School-Parent Compact).

Volunteer Program

The District encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer,

each individual must complete the volunteer packet, located on the district website. Volunteers also must complete a background check through DHSS. Dr. Monica Hiatt is the district Volunteer Coordinator. She can be contacted at volunteer@lonedell.org. She can help answer any questions about becoming approved.

Once approved as a volunteer through Dr. Hiatt, there is a parent group who has coordinated volunteer opportunities within our district so you can see what opportunities exist and can become a part of the volunteer team, while meeting building-wide needs. You can reach this parent group by using the email: bocathelper@lonedell.org to sign up for a need/time slot/opportunity.

Program Implementation & Coordination

The principal of Lonedell R-XIV will act as the facilitator for this undertaking. The principal will organize and manage parent involvement in the school with the help of individual parents/staff/community. Management of the program will ensure that parental participation is recognized as an asset to the school.

Summary

It is the goal of Lonedell R-XIV School District to assure an ongoing partnership between the parents, the community, and the school. The district believes such a partnership is fundamental to the academic and social success of students. It is the district's hope that this partnership will produce an atmosphere of community involvement that has a positive impact on the lives of our students.

School – Parent Compact

LONEDELL R-14 SCHOOL DISTRICT SCHOOL-PARENT COMPACT 2026-2027

The Lonedell R-14 School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2026-2027 school year.

REQUIRED SCHOOL-PARENT COMPACT

School Responsibilities- The Lonedell R-14 School District will:

- Hold parent-teacher conferences (at least 2 times annually), scheduled after/during the 1st and 3rd quarters during which this compact will be discussed as it relates to the individual child's achievement.

A school wide Open House/Meet the Teachers Night will be scheduled for the first week of school each year.

- Provide parents with frequent reports on their children's progress.

Report cards will be sent out via email at the end of each quarter. Parents may request a paper copy by contacting the Elementary Office. Progress reports will be sent out for

students Kindergarten – Fifth grade. Middle school grades will be placed on conduct cards each week.

Provide parents with reasonable access to staff. Teachers are available before and after school for telephone conversations as well as during plan time. Arrangements can be made with individual teachers for meetings and email access.

- Provide parents with opportunities to volunteer and participate in their child's class for special events and parties. Parents/Grandparents are encouraged to participate and volunteer in all school activities. The following must be completed:
 1. Complete and return the Volunteer Registration and Survey Application.
 2. Submit a copy of your Social Security Card (This needs to be submitted each year with the MO DHSS Registration Form)
 3. Submit the \$15.25 Missouri Department of Health and Senior Services registration fee (first time only).
 4. View the film "Smarter Adults, Safer Children" Training Video

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Making sure my child receives the proper amount of sleep, a good meal, has proper school supplies, and attends school every day.
- Making sure that my child spends the proper amount of time in home study and preparation for his/her class.
- Volunteering in my child's classroom for special events and parties and taking interest in school activities and organizations.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Meeting with my child's teacher (s) and inquire about his/her progress in schoolwork; contacting the teacher/principal with any concerns about problems that may have an adverse effect upon my child.

Student Responsibilities:

I, as a student of Lonedell R-14, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read/Homework at least 20 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the classroom and school rules to keep me safe and productive.

Parties and Field Trips

Class Parties

Class parties and field trips are considered a privilege for those students that have met the requirements as stated in class rules and regulations of behavior and academics. Signed permission slips are required for attendance to these events. Parents must sign into the building using the e-Visitor system to attend any class parties or special class events.

Field Trips

Parents are required to complete a background check prior to volunteering in the building or attending field trips sponsored by the school district per Policy 1425. It is highly recommended that background checks be completed AT LEAST 2 weeks prior to volunteering or attending any trips. Failure to do so may result in your background check not being completed in time to attend.

PBiS School Wide Expectations and Rewards

Bobcat Expectations

K-4		
Ourselfs	Each Other	This Place
☞ Follow Directions ☞ Complete Assignments ☞ Be Where You Belong ☞ Keep Track of Your Belongings ☞ Be Responsible for YOU ☞ Own Up to Your Actions/Choices ☞ Tell the Truth ☞ Use Good Manners ☞ Use Polite Language ☞ <u>Be</u> a Good Listener ☞ Think About a Solution when You Have a Problem	☞ Be Kind ☞ Invite Others to Play ☞ KAFHOOTY ☞ <u>Be</u> a Good Listener ☞ <u>Allow</u> Others to Take Care of Their Own Challenges ☞ Share ☞ Tell the Truth ☞ Respect Others' Choices	☞ Clean Up After Yourself ☞ Bring in the Equipment from the Playground ☞ Use All Materials as Intended

Cafeteria	Bathroom	Hallway	Playground	Bus
Voice Level – 2	Voice Level - 1	Voice Level - 0	Voice Level - 3	Voice Level - 2
☞ Stay in Your Seat ☞ Clean Up ☞ Ask for Help ☞ Listen to Signal ☞ Only Eat Your Food	☞ Go ☞ Flush ☞ Wash ☞ Leave	☞ Stay on the Right Side ☞ Hands to Side ☞ Stay in Line	☞ Be Kind ☞ Clean Up Equipment ☞ Listen to Signal ☞ Leave Nature Alone ☞ Make Safe Choices ☞ Stay in Boundaries	☞ Back-to-Back ☞ Seat-to-Seat ☞ Face the Front ☞ Listen to the Driver

Bobcat Expectations

5-8		
Ourselves	Each Other	This Place
⊗ Be on Time ⊗ Be Prepared ⊗ Stay on Task ⊗ Complete Assignments & Turn in on Time ⊗ Follow Directions & Expectations ⊗ Mind Your Own Business ⊗ Keep Track of Belongings ⊗ Own Up to Your Actions/Decisions ⊗ Be Honest ⊗ Use Good Manners ⊗ Use Polite Language ⊗ Follow Dress Code ⊗ <u>Be</u> a Good Listener ⊗ Be Where You Belong ⊗ <u>Be</u> a Problem-Solver	⊗ Be Kind ⊗ Include Others ⊗ KAFHOOTY ⊗ <u>Be</u> a Good Listener ⊗ Be Mindful of Boundaries (Yours & Others) ⊗ Respect Others' Choices ⊗ Share ⊗ Be Honest	⊗ Clean Up After Yourself ⊗ Bring in Equipment from the Track ⊗ Use All Materials as Intended

Cafeteria	Bathroom	Hallway	Track	Bus
Voice Level - 2	Voice Level - 1	<u>Lower Level</u> Voice Level - 1 <u>Upper Level</u> Voice Level - 0	Voice Level - 3	Voice Level - 2
⊗ Stay in Your Seat ⊗ Clean Up ⊗ Ask for Help ⊗ Listen to Signal ⊗ Eat Your Own Food	⊗ Go ⊗ Flush ⊗ Wash ⊗ Leave	⊗ Stay on the Right Side ⊗ Hands to Side	⊗ Be Kind ⊗ Clean Up Equipment ⊗ Listen to Signal ⊗ Leave Nature Alone ⊗ Make Safe Choices ⊗ Stay in Boundaries	⊗ Back-to-Back ⊗ Seat-to-Seat ⊗ Face the Front ⊗ Listen to the Driver

Lonedell Schoolwide Rewards

Attendance Rewards

Monthly Rewards

Smart Cookie Reward - 90% Attendance

Quarterly Rewards

Class Certificate for 90%

Individual Certificates for 90% in the classroom

Yearly Reward

100% - Luncheon Outing & Medal

90% - Entered for Raffle

Student of the Month

PK-8 Monthly - Based on Overall Character

1 Student per Homeroom

Certificate, Sweet Treat, & Prize

Paw Points

Students will earn Paw Points by following school expectations. Paw Points are collected by classroom and homeroom teachers and contribute toward classroom or homeroom rewards such as activities and parties. Each class will earn a party/activity once they reach a total of 100 Paw Points.

5-8 Quarterly Incentive Trip

Bobcat Trip (3 each year)

Requirements for this trip:

No assigned ASD, ISS, or OSS

90% or higher attendance

No failing grades

Promotion/Retention Policy

The purpose of promotion and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities. It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade.

Parent(s)/guardians who wish to appeal the decision for retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

In recommending promotion or retention, these factors will be considered:

- Academic achievement in all subject areas, especially attainment of grade level objectives, as determined by tests, teacher assignment, and work samples.
- Chronological age.
- Study Habits.
- Attendance.
- Social and emotional maturity.
- State-mandated retention requirements for primary/middle school students.

Fifth through Eighth Grade Promotion/Retention

Students must pass academic classes before moving to the next highest level of the course. Students with a single **semester** class failure may make up class work in summer school, if available or Saturday School. **Students with two semester failures are subject to retention.** Retention at grade level also may result when attendance regulations are not met. Parent conferences for students at risk of retention will begin in January each year. Parents will have the opportunity to speak with all teachers involved with the student on several occasions. Every effort will be made to provide students with individualized assistance, testing for disabilities (when appropriate) and modifications, when necessary. Students are, however, accountable for their grades. It is important that all parties work together to help students succeed. Teachers are asked to maintain consistent communication with parents when retention is a possibility. The final decision regarding retention will be the responsibility of the administration and will not be made until all grades are final.

Appeal of Retention Decisions

Parents/guardians who wish to appeal a decision regarding a student's retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

Reading Levels & State-Mandated Retention

Kindergarten - Third Grade Students

Early literacy education is critical to a student's long-term academic success. Therefore, it is important to identify students who have a substantial reading deficiency or are at risk for reading disabilities, such as dyslexia, as early as possible. Early identification allows educators to provide instructional support targeted to individual student needs, to monitor student progress and response to instruction over time, and to adjust instruction as needed.

Students in Kindergarten through third grade will be assessed at least 2 times each year to determine both their reading level and whether they may be at risk for dyslexia. A Reading Success Plan will be provided to students who exhibit a substantial deficiency in either of these areas. Intervention aimed at closing targeted gaps will also be provided to students with a Reading Success Plan. These plans will stay in place until the child no longer exhibits a substantial deficiency in the targeted areas.

Fourth – Fifth Grade Students

Any student moving into the district in fourth or fifth grade will also be assessed to determine their reading level and whether they may be at risk for dyslexia. A Reading Success Plan will be provided to students who exhibit a substantial deficiency in either of these areas. Intervention aimed at closing targeted gaps will also be provided to students with a Reading Success Plan. These plans will stay in place until the child no longer exhibits a substantial deficiency in the targeted areas.

8th Grade Graduation Requirements

- Once an eighth-grade student accumulates 2 semester F's, they will lose the privilege to participate in graduation and all activities associated with graduation and are subject to retention.
- Inability to maintain appropriate attendance, as set forth by the district attendance policy, will exempt students from graduation and all activities associated with graduation, as well as possible retention.
- Any student enrolling after the start of the 4th quarter will not be allowed to participate in graduation.
- Eighth Grade Lonedell R-14 Students will be required to complete the curriculum of the United States and Missouri Constitution Standards in order to receive a Lonedell R-14 Academic Diploma. Students will be required to pass the assessment with at least a D- average.
- ***In accordance with District Policy 6115***

Public Notice

ADA Accessibility

Procedures by which the public can find out information concerning location of and steps to follow in accessing the Lonedell R-14 School District Facilities and Services.

1. The Lonedell R-14 School District facilities are ADA accessible.
2. The gym is accessible through a ramp from the side parking area.
3. The lower level is accessible by entering the breezeway or using the elevator. Should you need assistance with the elevator, please ask in the Elementary Office.

4. *Please note that all visitors must check in at the elementary office prior to entering the building through any entrance other than the front doors.*
5. ADA Restrooms are located in the following areas:
 - a. 2nd Grade Hall
 - b. 4th/5th Grade Hall
 - c. 6th Grade Hall
 - d. Gym Hall
6. There are three handicapped parking spaces on the grounds. Two are located at the front of the building on the track side. These spaces are noted by a blue bumper stop and emblem. The third is located on the side of the building and is noted by an emblem.
7. Anyone with ADA needs who wishes to obtain additional information or needs special arrangements made to assist them in accessing any of the Lonedell R-14 facilities or services may contact the following at 636-629-0401:
 - a. Monica Hiatt, Superintendent
 - b. Jamie Busch, Special Education Director
 - c. Shannon Banderman, Principal

Asbestos Notice

Some areas of the Lonedell R-14 School District buildings contain asbestos materials. An inspection of asbestos containing materials and assumed asbestos containing materials conducted every three years by Mead Environmental Associates Inc. Anyone wanting more information or wishing to view the Lonedell R-14 Asbestos Management Plan can do so in the Superintendent's Office.

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA)

COMPLAINT PROCEDURES

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

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)?	

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.

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 Lonedell R-14 School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual 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.

The Lonedell R-14 School District assures that it will provide the information and referral services necessary to assist the State in implementing early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Lonedell R-14 School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians.

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

The Lonedell R-14 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Elementary Office, Monday through Friday, from 8:00 am until 3:00 pm.

This notice will be provided in native languages as appropriate.

Additionally, Missouri school districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information, contact Shannon Banderman at 636-629-0401.

Notifications of Rights Under FERPA for Elementary and Secondary Institutions

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

1. The right to inspect and review the student's education records within 45 days of the district receives a request for access.
 - a. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access to notify the parent or eligible student of the time and place where the records may be inspected.
2. The rights to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading.
 - a. Parents or eligible students may ask Lonedell R-XIV School District to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
 - b. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes the following:

1. A person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical and law enforcement personnel).
 2. A person serving on the school board
 3. A person or company with whom the District has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist.
 4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
- b. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
- c. (Optional) Upon request, the District discloses educational records without consent of officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school request unless it states in its annual notification that it intends to forward records on request.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

(Developed by the Family Policy Compliance Office of the U.S. Department of Education.)

Surrogate Parent

The State Board of Education is required to appoint a surrogate parent at such time as it becomes evident that a child with a disability does not have a parent, or a person acting as a parent, to participate in matters dealing with the provision of special education. For purposes of surrogate parent appointment, "parent" is defined as biological parent, a guardian, or a person acting as a parent of a child including, but not limited to, a grandparent, a stepparent, or a foster parent with whom the child lives. The term does not include the State if the child is a ward of the State. The term does not include a person whose parental rights have been terminated. The Lonedell School District has been given the responsibility to determine when a child with a disability who requires special education and who resides in the district is without a parent. The district must notify the Missouri Department of Elementary and Secondary Education of the need to appoint a surrogate parent. Training for persons serving as a surrogate parent will be provided by the Missouri Department of Elementary and Secondary Education and the district. If you are interested in volunteering to serve as a surrogate parent, more information can be obtained from the district's surrogate contact person-the person responsible for the district's special education program. This notice will be provided in native languages as appropriate. For more information you may contact the Lonedell School District's Director of Special Education – Carol Howard at 636-629-0401.

Parents Right-to-Know

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

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

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

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

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.

Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Report Cards/Grades

1. Report cards will be emailed to parents at the end of each quarter. Parents may request a paper copy of their child's report card.
2. Parents (divorced or separated) may request a copy of their child's report card.

Grading System Grade

Kindergarten

Mastered
Partially Mastered
Not Mastered

1st – 5th Grade

Students will receive a letter grade along with marked mastery next to the standards being studied.

Mastered – 80% or above
Partially Mastered – 60-79% or above
Not Mastered – 0-59%

6th – 8th Grade

100-98 = A+	93-98 = A	90-92 = A-	87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-	67-69 = D+	63-66 = D	60-62 = D-
59 & below=Failing					

Honor Roll

To recognize outstanding academic achievement, an Honor Roll has been established at the Lonedell R-14 School. The "A-B Honor Roll" will recognize grades 6th-8th students who have earned an overall average of B's or better. "A Honor Roll" will recognize grades 6th-8th who have earned an overall average of A's.

Schedules

Bell Schedule

HR	1	2	3	4	5-6 Lunch 7-8 Recess	7-8 Lunch 5-6 Recess	5	6	7	End of day HR
7:40- 7:58	8:01- 8:51	8:54- 9:44	9:47- 10:37	10:40- 11:30	11:30- 11:55	11:55- 12:20	12:23- 1:13	1:16- 2:06	2:09- 2:59	2:59- 3:10

End of Day Dismissal

Student pick-ups will begin at 2:55 with buses dismissing at 3:10 each day.

School Dismissal

1. Every minute students spend in class is important to their education. Therefore, students who are being picked up early will not be called from class until the parent arrives in the office.
2. If you need to pick your child up during the school day, you must sign them out in the elementary office. If someone other than a parent is picking up a student, the parent must send a note allowing the school to release the student to the individual.
3. Children leaving school before dismissal or getting off the bus at a different location than they usually do are required to bring a note from the parents, or in an emergency, parents may telephone the office prior to 2:00. If you call in a bus change for your student, you will be required to provide us with a pickup code. This pickup code will be selected by the parent(s)/guardian and **should be kept confidential for the safety of your student**. Bus drivers have been instructed to let students off the bus only at the student's regular stop or have been notified from the elementary school office.
4. Students must have arrangements made in advance. They must have notes from parents giving their permission for the arrangements. Students will not be allowed to use the phone to make arrangements. If the arrangement causes students to ride a different bus or get off at a different place on his/her regular bus, the bus driver must be given a note from the office concerning the arrangements.

Students who walk home will not be allowed to leave the building until bus dismissal.

School Cancellation & Early Dismissal

In the event that school is canceled or we have early dismissal, a School Messenger telephone call and/or text blast will be made to the number(s) we have on file. Also, our local television stations will be notified, and information will be presented on their network. Please make sure that all telephone numbers are up to date in the Parent Portal in Lumen.

Student Opportunities

Student Insurance Program

The school offers accident insurance to all students. Application forms for this insurance will be made available during the first week of school.

MO HealthNet for Kids provides healthcare coverage for children under age 19 whose family income falls within certain guidelines. Apply online at www.mydss.mo.gov by choosing the "Apply for Health Benefits" option or request an application from 1-855-FSD-INFO.

Library Media Center

The library center houses books, magazines, newspapers, reference materials, filmstrips, videotapes, audio-visual equipment, including projectors of various types and video recorders, TV monitors, video cameras, computers, and other materials and equipment.

The library media center is open daily from 7:40 a.m. until 3:00 p.m. Students may use the resources before school when available, with their classes, and may also come at other times for group or individual study and research.

Students may check out 1-2 library items at a time (books, magazines, etc.) depending on their grade level. They may be kept for one week, after which they may be checked out with a note from a teacher or a parent. Students will be expected to return overdue items before checking out others.

Student Possessions

1. Students are not to bring large amounts of money, games, balls, bats, gloves, cameras, toys, cards, etc. to school without the expressed consent of the teachers.
2. Students are responsible for their own glasses, watches, and/or other jewelry.
3. Do not bring playthings, water guns, rubber bands, etc. These do not make any contribution to academic achievement and therefore are prohibited in the building.
4. No items are to be bought or sold without the consent and approval of the principal's office. Items will be confiscated, and parents will be notified.

Student Records

Student Educational Records

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first. Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information. The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent.

Military recruiters will be provided the same access to students as is given to institutions of higher learning.

Student Rights

Equal Educational Opportunity

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability. The District's programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and § 162.670- .995 RSMo., Missouri Special Education Services. In addition, the identification of students with disabilities and the services provided by the District will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of The Education of the Handicapped Act, as amended. (See Policy 6250 and Regulation 6250 - Instruction for Students with Disabilities.)

Nondiscrimination & Student Rights (Policy 2100)

The Board of Education reaffirms its belief that every student, regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation, or perceived sexual orientation, be given equal opportunity for educational development. The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional, and social growth through participation in a full range of educational programs and activities. Board and staff commitments ensure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

The Boy Scouts of America Equal Access Act (20 U.S.C. § 7905) provides that “no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).”

Testing and Assessments

Student Participation in State and District-Wide Assessments

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the District office during normal business hours. (Policy 6440)

The Lonedell R-14 School District uses the following assessment tools: MAP - assessing 3rd through 8th grade students in the early spring; STAR - assessing Kindergarten through 8th grade students -used throughout the school year for MAP readiness; STAR - Kindergarten through 3rd grade students, assessed two to three times per year; and Slosson Math Assessment used as needed for additional support and information. Some 8th grade students will take the End of Course (EOC) exams in Algebra 1 and in English/Language Arts.

Parents Right-to-Know

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, The Lonedell R-14 School District is notifying you, the parent/guardian, of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

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

If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you.

Transportation

The Lonedell R-14 District will provide free bus service transportation for students who live more than one mile from the school.

Good behavior is expected of students while riding the bus to and from school.

Students will load and unload at the front entrance of the building. This should be done as quickly as possible with SAFETY in mind at all times.

Students who need to ride a bus other than their assigned bus must have a note or a telephone call from their parents and see an administrator for approval. Acceptable reasons for needing to ride a different bus must be of a critical nature, such as death or illness in the family, parents out of town, etc.

Bus Discipline Policy

Schoolwide policies and rules are in effect on school buses the same as at school. Bus drivers are responsible for the behavior of students on buses and will report behavior problems to the Bus Supervisor, who may deny students transportation for a specified period of time. Bus Supervisors will report the incident to the school principal who may suspend busing privileges indefinitely.

Bus Rules & Regulations

Major components of bus safety include clean, well-maintained equipment and regulations that help to ensure good conduct and mutual respect, both among students and between driver and students. Lonedell R-14 provides well-maintained buses. The students, drivers, parents, and school must work cooperatively to ensure safe conduct and respect on the bus.

The student plays a very important role in maintaining safety on the bus. When the student is acting in a way that jeopardizes his/her own safety, or the safety of others, this will result in disciplinary action.

Because of the possibilities for serious accidents, inappropriate behavior will not be tolerated on the bus.

All school policies and rules are in effect on school buses the same as at school. Any offense by a student that occurs on transportation provided by the school shall be disciplined in the same manner as if the offense had occurred at school. In addition, transportation privileges may be suspended or revoked.

Below are additional regulations that students utilizing transportation provided by the school are responsible for adhering to:

STUDENTS WILL BE HELD RESPONSIBLE FOR THE FOLLOWING REGULATIONS:

1. Students must obey the driver. The driver is in charge of the students on the bus. The driver may:
 - Assign students to specific seats for any length of time they deem necessary.
 - Refuse to let a student board the bus until the student obtains permission to do so if the driver feels order and safety on the bus is in jeopardy.
2. Students must follow the bus stop rules including:
 - **Be on time to the bus stop. The bus cannot safely wait on many of our stops, especially on state highways.**
 - Be picked up and let off at their regularly scheduled bus stop.
 - Be let off the bus at a stop other than their regularly scheduled bus stop only with written permission from a parent/guardian.
 - The bus route will not be altered to make non-scheduled stops.
 - Stand away from the roadway until the bus has come to a complete stop.
 - Students creating discipline problems at the bus stop may be removed from the bus or not allowed on the bus.
3. Students will be expected to adhere to the following rules while on the bus:
 - Students will refer to the driver as they would any staff member at school.
 - Unnecessary conversation with the driver is prohibited.
 - Students are to remain in their seats at all times. Sit three to a seat when needed. No one is permitted to save seats.
 - Students must not try to get off the bus or move about within the bus while it is in motion.
 - Students must observe directions of the driver when leaving the bus.
 - Except for ordinary conversation, classroom conduct is to be observed on the bus.
 - Students must not at any time extend arms or head out of the bus windows.
 - Students must not throw items out of the bus windows.
 - Items or materials that could cause damage or cause harm will not be permitted on the bus. The driver may refuse items at the bus stop.
 - Any damage to the bus should be reported at once to the driver.
 - No animals shall be permitted on the school bus.
 - No glass items are permitted on the school bus.
 - Alcohol or controlled substances will not be permitted on the bus.
 - The use of tobacco in any form will not be permitted on the bus.
 - Profane and/or disrespectful language will not be tolerated on the bus.

Transportation Crisis Plan

No student in 2nd grade and under will be released from the bus if a parent/guardian is not present at the bus stop at the time of drop-off.

This form will be referenced if an emergency arises and the bus driver finds no one at the bus stop to pick up the students. If a parent/guardian is not present at the bus stop to pick up the student, the bus driver will bring the student back to school. The bus driver or another school employee will call the emergency contact(s) listed below to inform them that there was no one present at the bus stop to pick up the student and therefore the student is being brought back to school. If the school is unable to contact parent(s)/guardian(s) or emergency contacts after repeated attempts, the following agencies will be contacted:

1. Franklin County Sheriff's Department
2. Division of Family Services

The bus driver will wait with the student and a representative from the District at the school until the student is picked up by an emergency contact, a parent, the Division of Family Services, or the Sheriff's Department.

Please note, this crisis plan is for emergencies only. Please do not abuse this system. If the emergency crisis plan must be implemented more than three times per school year, the Division of Family Services may be contacted.

It is the parent/guardian's responsibility to notify the Lonedell R-14 School District with any changes to the contact information.

Please sign and return the forms below to your student's teacher.

I have read and understand the Lonedell R-14 School District Student Handbook. I have discussed the rules and regulations with my student, and he/she understands that he/she is responsible for following them.

Student Name

Student Signature

Parent/Guardian Signature

Date