Cuba Elementary Student Handbook 2026-2027



Mrs. Tess Green

Elementary Principal

Mrs. Kelley Brown

Elementary Assistant Principal

CUBA ELEMENTARY MISSION

Cuba Elementary will VALUE, MOTIVATE, EDUCATE, EVERYONE, EVERY DAY!

CUBA ELEMENTARY BUILDING

IMPROVEMENT PLAN

CES Goal #1-Student Achievement
A. By March–April, 65% of students in grades 3 and 4 will score at the proficient or advanced level in both Math and ELA, as measured by district assessment tool-Evaluate. For grades K–2, teachers will use Renaissance STAR Reading and Math data to identify individual student needs, provide targeted instruction, and monitor progress. At least 75% of K–2 students will meet or exceed their expected growth targets in both ELA and Math, and the number of students performing below benchmark will decrease compared to the prior assessment period.
B. The elementary will maintain or increase ELA and Math MAP scores to be at or above state averages while improving teacher effectiveness through training and program development.
C. Professional Learning Committees will convene monthly to every other month to coordinate and strengthen building-wide behavioral and instructional practices. Committees include: Pawsitive Pals Team (Tier 1), Building Leadership Team, Advanced Tiers Team, and Vision in Action Team. These committees will align efforts to support the building goals, share progress, and implement consistent strategies across all grade levels.
D. The Parents as Teachers (PAT) program will continue serving high-needs families to promote kindergarten readiness by providing at least 50 group visits and at least 175 home (private) visits annually.
E. The elementary will enhance a student's capacity to engage with and derive benefits from the general education curriculum with minimal support through a combination of classroom push-in strategies for whole group instruction, and pull-out instruction ensuring that the student consistently makes progress towards their Individualized Education Program (IEP).
F.By the end of the 2026–2027 school year, 70% of certified teachers at Cuba Elementary will be certified in LETRS, ensuring a cohesive, vertically aligned approach to literacy instruction. Volume I of the training was completed in May 2026, and Volume II will be completed by 100% of teachers originally enrolled by the end of May 2027. Progress will be monitored quarterly through robust training, bridge-to-practice activities, and the implementation of small-group

instruction to support the development of a unified instructional framework..

CES Goal #2-Parent Involvement and communication
A. Professional Learning Communities will host a minimum of 4 family involvement events after school to increase community involvement.
B. A monthly newsletter and calendar will be sent home from the administration, and teachers will distribute weekly or bi-weekly newsletters via classroom folders and the Seesaw platform.
C. Grade-level teams and content-area teachers will meet weekly to plan and collaborate. Each week, teachers will enter grades for at least one assignment per subject area into the gradebook; this includes homework assignments, participation, and/or exams.

Building Mission & Vision Statement

Cuba Elementary will value, motivate, educate, everyone, every day!

The vision of Cuba Elementary is to prepare every student to be a leader who is life ready & globally minded.

Be Respectful- Be Responsible- Be Safe

Building Hours

7:50 am - 3:40 pm ***(Elementary doors do not open for students to enter until 7:30 am.)***

PARENTS CONTRIBUTION TO SCHOOL SUCCESS

Parents are the child's primary teacher. Good behavior habits and positive attitudes towards school begin at home. Parents can contribute to their child's success in school by:

1. Assuring prompt and regular school attendance and complying with attendance rules and procedures.

2. Talking with your child daily about school activities and showing an active interest in their assignments.

3. Provide a regular time and place for homework assignments.

4. Teaching the child about respect for the law, those in authority, the rights of others, and for private and public property.

5. Encourage and model the "3 B's": Be Respectful, Be Responsible, and Be Safe.

Cuba Elementary Behavior Matrix

Location	Voice Level	Be Respectful	Be Responsible	Be Safe
All Settings	0-4	• Show kindness and compassion to others • SSS • Accept consequences without arguing • Give me Five	• Be here. Be on time. • Follow directions first time given • Take care of all property	• KHFAOOTY • Stay in assigned location
Hallway	0	• Wait your turn; do not pass	• Go directly to your destination • Follow pawprints on right side of hall	• Always walk • Facing forward • Hands at side
Cafeteria	0 in line 2 at tables	• Allow students/ classes exiting to go first • Use polite manners • Pick up trash and belongings	• Use time wisely • Take only what you need • Use a restaurant voice	• Seat to seat, feet on floor, facing forward • Report spills
Playground	4	• Practice good sportsmanship • Share equipment and take turns • Play fair and follow the rules • Respond to whistle (FREEZE)	• Dress appropriately for the weather • Leave disagreements on the playground	• Use equipment properly and return to bin • Ask permission to leave playground • Be a Problem Solver
Restrooms	1	• Give other's privacy • Take Turns	• Return to class promptly • Flush toilet • 1 pump of soap and count to 10 at the hand dryer • Quick, Quiet, Clean	• Use equipment appropriately • Report problems to teachers • Keep water in sink
Bus	2	• Use polite language • Share seat with others • Wait your turn to get on and off	• Arrive at bus stop on time • Follow school behavior expectations at bus stop • Keep food and other objects in backpack	• Back to back, seat to seat, feet on floor • Keep aisle clear • Walk to and from the bus • Inform bus drivers of issues immediately

Classroom	0-3	• Allow others to learn
		• Listen politely and wait your turn to speak
		• Have a positive attitude
			• Be responsible for materials and assignments
			• Stay on task
			• Leave all non-school items at home or in backpack
				• Move safely
				  • Make safe choices
				  • Only walking in the classroom

GENERAL INFORMATION A-Z

Doors Open at 7:30 AM Day Starts at 7:50 AM Dismissal is at 3:40 PM

AM Busses unload at 7:25 AM PM Busses load at 3:35 PM

ACCELERATED READER

Accelerated Reader [AR] is a computer managed incentive program combining carefully selected lists of outstanding and popular books with user-friendly software to assess student recall and understanding of the text. Each book on the list has a point value based on grade level rating and number of words. The student reads a book, and takes a computerized test to check their comprehension. The computer scores the test, calculates how many points the student has earned, and keeps detailed records. Accelerated Reader is used in 1st through 4th grade. The teacher and the library/media specialists set goals and monitor student progress/

AMI PLAN

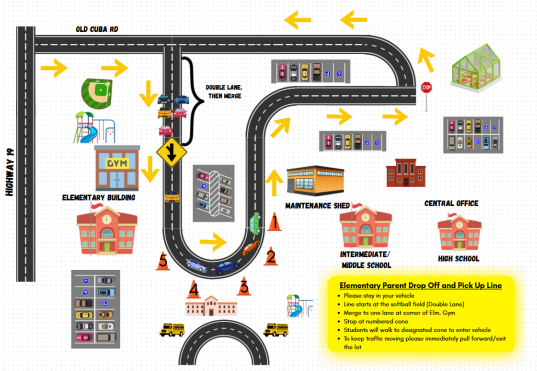
The Crawford County R2 School District maintains a DESE-approved Alternative Methods of Instruction (AMI) plan that may be utilized for school closures due to inclement weather, utility outage, or contagious disease. AMI time may be used for up to 36 hours of educational time that otherwise may be lost or canceled. During AMI, students will be actively engaged in the learning process and expected to complete and return work. The first and second days of AMI may be used for review of current content; the following consecutive days will include new content within the current unit of study. Please review the entire CCR2 AMI Plan under the 'PARENTS' tab of the school website.

AFTERNOON DISMISSAL/PARENT PICK-UP

All Pre-K – 4th grade students who walk or are parent pick-up will be released in the Elementary Gym at 3:40 p.m. Pre-K and Kindergarten students will not be allowed to walk home without a sibling and/or parent/ guardian.

- Parent pick up: students will not be released earlier than 3:40 due to after school traffic. If students are picked up in the office prior to 3:40 it will count towards attendance.

Parent Pick Up Line Procedures: Vehicles will line up in a double lane by the softball field, then merge to one lane in the circle drive outside of the elementary office. There will be colored cones starting at the yellow maintenance building. Parents will stop at the colored cone their child is waiting at. A Staff member will help load children and then the vehicle will immediately pull forward/ exit the lot to keep traffic moving. See map below. Parents will receive a cardstock name tag for their car dash at Open House. If the person picking up a child does not have a pick-up sheet, they will be asked to park and go to the Elementary Office to receive one, or have a parent called by radio. **Staff do not buckle students in vehicles (liability purposes**).



● Parents who walk to pick up their child may meet them under the awning in the front of the building. Please call the office and designate your student as a "walker". They will be released from the gym once buses have left.
● Parents will not be allowed to park in the bus lane or in the front of the building to pick up their child. Parents may not walk through the elementary building to the gym. First load buses will leave promptly at 3:40 p.m.

Note: Students are not allowed to stay after school with siblings in M.S. or H.S. due to lack of supervision

ARRIVAL/PARENT DROP-OFF PROCEDURES

Student safety is our primary concern. With the number of students we have, it is extremely important for the following procedures to be observed when dropping your child off before school.

- **Students should arrive at school no earlier than 7:25 a.m.** Please do not drop students off prior to this time, as there is not adequate supervision by certified personnel and the building will not open up until 7:30.
- All students must be dropped off at the main entrance which is located in the back of the elementary building next to the gym. All other doors in the elementary school will be locked at all times.
- Designated cones have been placed for drop-off. Please make sure to pull ahead to the furthest cone possible and a staff member will open the door for your child.
- **Please do not park or leave cars unattended in the parent drop off lane.** Two parking lots are available for parents needing to exit their cars.
- Parents will only be allowed to walk students to class on the FIRST DAY of school. After the first day parents will not be allowed to walk students in. They must stop at the office.
- A bell will ring at 7:50 to signal the beginning of the school day. After 7:50 students will be considered late and must be signed in through the office.

AT-RISK STUDENTS-ACADEMICALLY

Students who are at risk for failing will be referred to the Advanced Tiers PBIS Team. This tiered team is made up of teachers, counselors, and building admin. Parents will be contacted by the students classroom teacher or building counselor to discuss concerns, strategies, interventions, and/ or programs to benefit the student. The child's progress will be monitored by the classroom teacher and the Tiered Team. If retention is being considered, a building principal will need to be present for these meetings.

ATTENDANCE POLICY

Regular and punctual attendance by all students is necessary for the proper functioning of the entire school program. Students who have good attendance generally have good grades and enjoy school more. When students are not present in class, the benefit of classroom instruction is lost and can never be entirely regained. It is important to understand that many core academics are covered in the morning. Arriving on time is a crucial component to academic success.

- Students are allowed seven (7) days excused/unexcused absences during each semester. Parents and/or guardians will be notified by letter after their child has been absent five (5) days, eight (8) days, and twelve (12) days.
- Parents will be notified by the school based social worker on the 14th absence.
- Cases such as COVID, and other health related issues, will be handled in accordance with the Continuity of Service plan on the website.

General Information on Absences:

- All absences must be verified by a telephone call to the school by 9:00 a.m. the day of the absence. If the school has not been notified by 9:00 a.m., the parent will be called for verification.
- Students who become ill at school must be checked out through the nurse's office.
- Students leaving school for any other acceptable reason must be signed out in the office by the parent.

- Elementary students absent from school, or sent home early due to illness, will not be allowed to participate in school activities scheduled during daytime and/or evening hours.
- Students participating in regularly sanctioned school activities under the supervision of a school staff member shall not be considered absent from school on their permanent record.

BY LAW THE SCHOOL MUST NOTIFY THE PROPER AUTHORITIES WHEN EDUCATIONAL NEGLECT EXISTS. ONLY IN CASES OF SERIOUS EXTENDED ILLNESS, A SERIOUS ACCIDENT, OR OTHER EMERGENCY SITUATIONS, WILL ASSISTANCE OF THE DIVISION OF FAMILY SERVICES NOT BE SOUGHT.

BREAKFAST/LUNCH POLICY

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, well-balanced breakfast and lunch is offered at a reasonable price. Students are to comply with the following rules:

1. Leave the table and floor around your place in clean condition for others.
2. Deposit all food litter in wastebaskets.
3. Return all dishes and utensils to the dishwashing area.
4. Remain in the cafeteria/commons area during the assigned eating session.
5. Food is not to be ordered from commercial vendors for delivery to school during lunch.
6. Pizza deliveries (by parent or local business) are not permitted.
7. Students beyond the charge limit may be given an alternate meal.
8. Lunch balances may be checked online through Lumen; balances may be paid online or in the office.
9. No one from outside of the building will be allowed to eat with students.

Breakfast and lunch will be served in the elementary cafeteria for PK-3rd grade students and in the middle school cafeteria for 4th grade students. Breakfast will begin serving when students are permitted to enter the building at 7:30 and will conclude at 7:50. Students may receive a grab and go breakfast from 7:45-8:20 AM.

CELL PHONE AND SMARTWATCH USE

All student cell phones and smartwatches must stay in backpacks and turned off during the school day.

- **Board of Education Policy 2621 Cell Phones - Display and Usage**

  Students may not display or use cell phones or other "electronic personal communication devices" ("devices") (as defined below) from the beginning of the school day (the first bell) through the end of the school day (the last bell), including, but not limited to, during instructional time, meal times, breaks, time between classes, and study halls. Students must keep all devices powered off and stored in a lock box or designated areas determined by the administration.

  Exceptions will be allowed when the display and use of the device is necessary for compliance with the following:

  A. A student's individualized education program, or IEP developed pursuant to the IDEA, 20 U.S.C. Section 1401;
  B. A student's 504 Plan, created pursuant to the Rehabilitation Act of 1973, 29 U.S.C. Section 794;
  C. A student's individualized emergency health care plan or an individualized health care plan established under Section 167.625 RSMO;
  D. The Americans with Disabilities Act, 42 U.S.C. Section 12101;
  E. The Rehabilitation Act of 1973, 29 U.S.C. Section 794;
  F. The Civil Rights Act of 1964, 42 U.S.C. Section 2000e;
  G. The Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1701 regarding English language learners, as defined in 29 U.S.C., Section 3102;

H. In the case of an “emergency”, defined as a serious, unexpected, and dangerous situation that requires immediate action, including, but no limited to the following:
    a. An active fire;
    b. An active tornado or earthquake;
    c. An active shooter;
    d. An evacuation of school grounds; or
    e. A medical emergency.
I. When directed to use such device for an educational purpose.

“Electronic personal communication devices” are defined as any portable device that is used to initiate, receive, store, or view communication, information, images, or data electronically, and includes, but is not limited to, cell phones, tablets, smartwatches, iPods, MP3 players and beepers).

Students who violate this policy will be subject to discipline in accordance with the Student Code of Conduct, and Board Policies and Regulations 2600 and 2610. Consequences for violation of this policy are set forth in the Student Code of Conduct and Board Policy/Regulation 2610.

Further, school officials are authorized to confiscate a device if the official determines that a student has disrupted the learning environment through the use or display of a device, has displayed or used a device during unauthorized times, or has used or displayed a device without permission. Confiscated devices will be returned, at the school official’s discretion, to the student’s parent or guardian at the end of the school day or as soon as practicable as determined by a school official. However, school officials are authorized to provide the confiscated device to law enforcement officials, if authorized pursuant to law, or to otherwise retain the device, if authorized by law. Confiscated devices are subject to search pursuant to Board policy. The school is not responsible for lost or stole cell phones or other electronic personal communication devices.

- **Cell Phone**
    - First offense: Phone is confiscated, principal/student conference and 1-2 days of In School Suspension. Parents must pick up the phone from the office.
    - Second offense: Phone is confiscated, principal/student conference and 2-3 days of In School Suspension. Parents must pick up the phone from the office.
    - Third offense: Phone is confiscated, principal/student conference, and 3-5 days of In School suspension. Parents must pick up the phone from the office.
      **Phone is placed in the office each morning from the date of the 3rd infraction. Students who do not place their phones in the office and are to be found with them will serve 1-3 days of Out of School Suspension for each infraction.*

CLASSROOM HOLIDAY AND BIRTHDAY PARTIES

- Parties may be held in the classroom for Halloween, Christmas, and Valentine’s Day. Family members of students will be able to attend holiday parties during the 2026-2027 school year, but visitors will not be allowed for birthday celebrations.
- If for some reason we are not in session the day parties are scheduled, they will be held the next day we are in session unless otherwise notified.
- Parents may request their children not participate in classroom parties by notifying the classroom teacher at least 1 week in advance; alternative educational activities will be arranged.
- All treats for parties and birthdays must be pre-packaged or purchased from a bakery.
- All guests must pick up a visitor's pass before entering any classroom.

Background Check: All volunteers in the building must complete a fingerprint background check through the Missouri Highway Patrol before volunteering. Background check needs to be clear before volunteering in any part of the building. This is in accordance with Missouri Statute: 168.133. The CCR2 registration code is 0546.

CLASSROOM TEACHER REQUEST FOR UP-COMING YEAR

Parents may request one teacher they **DO NOT** want their child to have for the up-coming school year by submitting an email to the elementary principal. All requests are due to Mrs. Green by the end of April 2027.

COMMUNICABLE DISEASE

The school district will follow the recommendations of the Missouri Department of Health in regard to school attendance. Please report any communicable diseases such as chicken pox, strep infections, pink eye, head lice, worms, etc. to the school nurse's office.

DATA SHEET – STUDENT INFORMATION

Each year your child is required to turn in to the office a new Medical Information Data Sheet with your current address, home number, work phone number and emergency phone numbers. Not only is this a state requirement, but also **it is absolutely vital that we have this information for your child's protection in the event of an illness or injury.** Cuba Elementary must have 100% compliance with this requirement. If you do not have a phone number, please contact the office so we can be advised on how you can be contacted. If during the school year you move or change telephone numbers, please contact the main elementary office at (573) 885-2534 ext. 1177.

DISCIPLINE CODE & PROCEDURES

Discipline is the shared responsibility of the home and school to teach students to make good choices. Students are expected to put forth their best effort and conduct themselves at all times in a manner that promotes a safe and orderly learning environment. Any behavior or inappropriate language that causes learning to be disrupted, or that infringes upon the rights of others in school, will not be tolerated. If what you are doing interferes with learning, hurts someone's heart, or prevents you from being your best self… you shouldn't be doing it!

MINOR BEHAVIORS HANDLED BY THE TEACHER OR STAFF MEMBER

These minor behaviors will be handled by the classroom teacher or staff member who witnesses the behavior. The behaviors will be documented, and parents will be made aware of the incident by the specific teacher or staff member. Students will be retaught appropriate behaviors, and consequences designed to change behavior may be given. Chronic minor behaviors will be referred to the principal for disciplinary action. All minors may be changed to a "major" at the discretion of the building principal.

Behavior	**Minor Offenses: Classroom/ Teacher Managed**
Inappropriate Language/ Profanity	Derogatory statements that are offensive to others, name calling, back talk, profanity between students.
Bringing Nuisance Items	Bringing prohibited items such as gum, trading cards, toys, games, water guns, shockers, animals, etc.
Cheating	Academic dishonesty in a classroom or on a homework assignment.
Disrespect/ Defiance	Rude to staff members, talking back, inappropriate gestures, or refusal to follow directions.
Disruption	Low intensity inappropriate behavior that is able to be corrected through interventions.
Dress Code Violation	Clothing or accessory items which may disrupt the educational environment.
Forgery/ Theft	Theft of items under $5.

Physical Contact	Aggressive physical contact; horseplay or roughhousing
Property Misuse/ Damage/ Vandalism	Misuse of school, staff, and student property, bathroom stall and cafeteria materials.
Technology Violation	Using cell phones, handheld games, smartwatches, or other prohibited technology items.

Possible Consequences:

- Verbal Warning
- Written assignment (Think Sheet, Reflection, Sentences)
- Teacher/Student Conference
- Loss of Activities/Privileges
- Confiscation of item
- Alternate seating
- In-class time out/ Buddy Room
- Logical Consequences
- Behavior Plan
- Communication with parent via note, telephone, or email
- Referral to counselor, SBSW, or other staff member
- Lunch isolation

MAJOR BEHAVIORS THAT WILL INVOLVE THE DIRECT ATTENTION OF THE PRINCIPAL The teacher's last step is sending the child to the principal. However, major behavior infractions and chronic misbehavior of the same type of minor behavior will be referred to the principal. The principal will follow provisions listed in "The Safe Schools Act", board policy, and district Student Conduct and Accountability Handbook.

Behavior	**Major Offenses: Principal's Office Managed**
Abusive/Inappropriate Language/ Profanity	Intentionally hurtful comments that include profanity or threat toward staff; threat to another student.
Arson/ Possession of Combustibles	Starting a fire or causing an explosion with the intention to damage property; possessing objects/substances readily capable of causing property damage.
Assault	Use of physical force with the intent to do serious bodily harm.
Bullying	Repeated and systematic intimidation or harassment that causes substantial emotional distress; may consist or physical violence, verbal taunts, name-calling and put downs, threats, extortion, theft, or property damage
Cheating	Academic dishonesty on an assessment.
Disrespect/ Defiance	Blatant, open disrespect and disregard of adult directions, active refusal to follow directions or accept a consequence when reasonable attempts to de escalate and enable the student to cooperate have been made, running from staff member
Disruption	Behavior that causes an interruption so severe that students are unable to learn, yelling, screaming, and throwing objects in anger.
Extortion	Threatening or intimidating another student for the purpose of obtaining money or materials of value.
False Alarm	Tampering with emergency equipment, setting off false alarms, false reports.

Forgery/ Theft	Falsification of parent/ guardian signature without permission. Being in possession of, passing on, or being responsible for removing someone else's property.
Harassment	Threats of violence, defamation of a person's race, religion, gender, or ethnic origin through actions or words (verbal, written, or symbolic). Constitutionally protected speech will not be punished.

Inappropriate Display of Affection	Inappropriate, consensual verbalization, physical contact, or gestures of a sexual nature.
Indecent Exposure	Displaying breasts, buttocks, or genitals.
Physical Contact/ Aggression/ Fighting	Intentional, serious physical contact where injury may occur; mutual exchange of aggressive physical contact.
Property Misuse/ Damage/ Vandalism	Intentional destruction or disfigurement of property.
Sexual Harassment	Uninvited sexually suggestive language or gestures.
Inappropriate Sexual Conduct	Physical touching of another student in the breast, buttocks, or genitals.
Technology Violation	Visiting unauthorized or inappropriate sites on computer/technology device.
Threat of Homicide/ Threat with a Weapon	Words or actions threatening homicide with a weapon, or to intimidate another through fear for his/her life and well-being.
Truancy	Absence without the knowledge/consent of parent/guardian and/or school administration.
Use, Possession, Sale, Purchase, or Distribution of Alcohol or Drugs	Possession, sale, purchase, distribution, or attendance under the influence of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or drug related paraphernalia, including controlled substance and illegal drugs. (Identified under schedules I, II, III, IV, V in section 202 of the Controlled Substance Act)
Use/ Possession of Tobacco	Possession or use of any tobacco product on school grounds, school property, or while attending any school activity.
Use/ Possession of Weapons	Possession or use of a firearm or weapon, real or simulated, which is customarily used for attack or defense against another person; an instrument or device used to inflict physical injury to another person. (Defined in 18 U.S.C. 921 of 571.01RsMo.; see Regulation 2620; Board Policy 2673)

Possible Consequences:

- Written assignment (Think Sheet, Reflection, Sentences)
- Apology/ restitution
- Principal/Student Conference
- Loss of Activities/Privileges
- In-Office Time Out
- Other disciplinary action may be taken at the discretion of the building principal in accordance to school board policy.
- Parent Notified/ Parent Conference
- Behavior Plan
- In-School Suspension
- Out of School Suspension
- Referral to Juvenile Office/Law

In-School Suspension (ISS) In-School Suspension allows the student to remain in school and gives him/her the opportunity to complete assignments to maintain his/her grades. If the child is absent on a day of ISS, it will be served when the child returns to school. Students are expected to complete daily assignments and follow behavior expectations while in ISS. All rules and regulations of school set forth by board policy shall be enforced. ***If a student is disruptive, uncooperative, or refuses to complete work during ISS, they may be required to serve additional time in ISS or the remaining suspension in OSS, and are subject to additional consequences.***

Out-of-School Suspension (OSS) Suspension is not something to be taken lightly. After a thorough investigation of student misconduct, and/ or multiple days of ISS, an out of school suspension may be required. Suspension from school will result when a student's actions endanger other students, when an individual's behavior interferes with the educational progress of other students, or when a student fails to respond to other disciplinary actions. Students suspended from school for one to ten days will be responsible for any assignments missed during their suspension. Students can have guardians come to the school to pick up work. Any student suspended for longer than ten days will need to make arrangements with the building administrator. Students will be responsible for making arrangements to take all tests with administration through the use of a homebound instructor in order to complete courses.

DISCIPLINE: BULLYING STUDENTS POLICY 2655

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. 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.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to

report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designated to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action. Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidents, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, and expulsion and law enforcement contact.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.
The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

BULLYING REPORTING FORM

If you have been the target of bullying or have witnessed the bullying of a District student, it is crucial that you document your concerns and contact a building administrator as soon as possible. A Bullying Reporting Form can be found on our district webpage, or you may request it from your building's office. Once you have completed the form, please submit to the building principal. Complaints against building principals should be submitted to the Superintendent. Complaints against the Superintendent should be submitted to the Board of Education. Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Students have the right to complete this form anonymously. However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action. *August 2016, Copyright © 2016 Missouri Consultants for Education, Inc.*

DIRECTORY INFORMATION

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

Students in Pre-K through fourth grade – Student's name; date and place of birth; grade level; bus assignment; enrollment status (e.g., full-time or part-time); participation in school based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards;

artwork or coursework displayed by the district; most recent- previous school attended; and photographs, videotapes, digital images, and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

Parents or eligible students will have ten (10) school days after the annual public notice to provide notice that they choose not to have this information released. Written notice must be provided to the Office of the Principal in the building which the student currently attends. Unless notified to the contrary in writing within the ten (10) day period, the school district may disclose any of those items designated as directory information without the parent or eligible student's prior written consent including in print and electronic publications of the school district.

DRESS CODE

Students are expected to present a proper and appropriate appearance and dress in a manner that will not disrupt the educational process. The principal has the discretion to interpret what is proper and appropriate in their building, and to handle cases of violation. See-through mesh tops, cut-away tops, half shirts, and clothing with obscene writing, alcoholic beverages, or tobacco advertisements are not permitted. No hats or sun visors are to be worn in the school building, except on designated "hat days" or classroom teacher consent.

EARLY CHECK-OUT

- Parents picking up their student during the day will go to the Elementary Office and sign a "Permit to Leave the Building" slip. Visitors will only be allowed to enter through the main office doors located in the back of the building.

- If you need to pick your child up prior to 3:40, please go to the Elementary Office to check them out. Students will be called to the office for pickup after parents arrive. Students will not be pulled earlier.

- **PLEASE REMEMBER TO HAVE YOUR PARENT PICK UP SHEET WITH YOU AT ALL TIMES. ONLY INDIVIDUALS LISTED ON THE STUDENT'S DATA SHEET WILL BE ALLOWED TO PICK THE STUDENT UP.**

ENROLLMENT PROCEDURES

If your child is new to the district, we must receive the following items:

1. Completed enrollment package (available in the office or online)
2. Transfer records from previous school
3. STATE ISSUED birth certificate
4. Social Security card
5. Current record of immunizations (state law requires all PK-12 students show proof of up-to-date immunization before being allowed to start school)

We ask that all parents meet with Mrs. Green and/or Mrs. Kelley Brown during the enrollment process. Once enrollment is complete, students will be allowed to start the following day. If your child previously attended Cuba Elementary School, we already have a permanent file for them. A Data Sheet with up-to-date information and a current immunization record will need to be completed. We do not open the building up for tours during school hours, but parents could schedule a building tour after hours with a building principal or counselor.

ESOL (English Speakers Other Languages)

Under Title I, the district provides ESOL [English for speakers of other Languages] services. The program is designed to identify and offer additional instructional support for those students whose primary [first] language is other than English. For further information, you may contact our office.

EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) COMPLAINT PROCEDURES (DESE)

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: a statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and 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.
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.

EXTENDED SCHOOL DAY/ AFTER SCHOOL TUTORING

This program is provided to students who are reading one or more grade levels below grade level. The students are given intensive reading instruction two evenings per week during the school year. Classes consist of low teacher to student ratios, and may also embed math and written expression. **After school tutoring can also be recommended by building administration for students with frequent tardies and/or absences.**

GRADING POLICY

The grading system is designed to measure student achievement. Each student is encouraged to attain the highest level of achievement possible. Important goals for each student are competition against his/her own record in the direction of self-improvement and striving for the satisfaction that comes from performing each task well. In order for Cuba Elementary School to accurately record student learning the following weighted grading scale will be used:

- 60% of a student's grade will consist of: Summative Assessments / Unit Tests/ Major Writing Projects-ELA

- 40% of a student's grade will consist of: Formative Assessments / Class Projects/ Classroom Activities / Homework/ Participation

GRADING SCALE

Pre-K and Kindergarten students will receive grades with a skills checklist.

Grades 1-4 will use letter grades.

A 95-100% A- 90-94%
B+ 87-89% B 83-86% B- 80-82%
C+ 77-79% C 73-76% C- 70-72%
D+ 67-69% D 63-66% D- 60-62%
F- 59% & below

Teachers must ensure they have enough grades per subject to justify the grade a student receives. Grades should consist of both class work and assessments. **One grade per subject per week.**

Mid-Quarter Grade Reports

Progress reports go out a minimum of 8 times throughout the school year (mid term and quarterly). The purpose of this report is to notify the parent of the child's progress between quarters. A student will have approximately 4 ½ weeks to improve any grade that needs improvement from mid term to end of quarter.

Grade Card Reports to Parents

1. Report cards will be issued at the end of each nine-week period.
2. Parent-Teacher conferences will be held in the fall and spring each year. In the fall, teachers are expected to schedule conferences with ALL students/ families in person. In the spring, teachers can make contact with families to give a progress update and are only required to meet in person when there are behavioral issues, academic concerns, or potential of retention.

HEAD LICE POLICY

Children with head lice or nits will be sent home immediately. They must be treated with a pediculicidal product and ALL NITS must be removed. The student will not be allowed to return to school until cleared by the

school nurse. If a family needs assistance with treatment supplies, please reach out to our School Based Social Worker, Melanie Weber.

HOMEBOUND INSTRUCTION

Medical emergencies, extended illness, or serious accidental injury causing the student to miss three or more days need to be addressed on an individual basis with the building principal. It is the parent/guardian's responsibility to request homebound instruction during these emergency situations. It is also very helpful to keep the building nurse in the loop on all medical changes.

HOMEWORK POLICY

If you wish to pick up homework for a student who is absent more than one day, please call the office and make arrangements before 9 a.m. Parents can also reach out to teachers through the Seesaw app. This will allow teachers enough time to gather the needed books and assignments. Students missing one day of school can obtain their homework from his/her teacher the following day.

HONOR ROLL

3rd and 4th Grade students are eligible for Honor Roll. They will be listed on the Honor Roll and published in the paper. * Principal Honor Roll: Students who receive all A's or A-'s

* Honor Roll; GPA of 3.0 or higher & no grade lower than a C

HOTLINE NUMBERS

PARENTAL STRESS HELPLINE 1-800-367-2534

CHILD ABUSE/NEGLECT 1-800-392-3738

POISON INFORMATION CENTER 1-800-366-8888

SCHOOL VIOLENCE HOTLINE 1-866-748-7047

LATE CHECK-IN PROCEDURES

- Classes begin at 7:50. **Students are considered late if they are not in the building when the 7:50 AM bell rings.** If your child arrives any time after, they must check in at the office to get a LATE SLIP. The late slip must be given to his/her teacher upon entering the classroom. **A student with 5 or more late slips per quarter will be contacted by building administration. Building administration may recommend after school tutoring, at least one day a week, to ensure the child does not fall behind in core subjects.**

LOST AND FOUND

Unidentified items found on school grounds will be taken to the lost and found located by the elementary playground doors. Items will be disposed of at the end of each quarter. Parents are welcome to come check the lost and found for student belongings before and after school hours. Please check in at the office first.

MAKE UP/LATE WORK

Students will have one day to make up work due to an absence for each day that was missed up to a maximum of five days. (ex. Three days absent will be given three days to complete, etc)

All teachers will determine an appropriate due date for assignments and work. 3rd - 12th grade students can still turn in work after the due date up to 5 school days or by the end of the unit whichever occurs first. Any work or assignments turned in after the due date by 3rd - 12th grade students will be subject to a mandatory 10% reduction of the score earned. All missing work after the late deadline will be scored as a zero. K-2nd grade teachers will facilitate completion of missing work.

**This requirement does not apply to make-up work due to an absence until after the absence work deadline.*

MEDICAL INFORMATION

At the beginning of each school year, parents will receive a Medical Information Data Sheet. It is extremely important the form be filled out completely, listing any important information necessary for the health and welfare of their child. This should be updated if personal data changes throughout the year.

ADMINISTERING MEDICINES TO STUDENTS

When possible, all medications should be administered at home. However, it is sometimes necessary for some medications to be administered at school. It is the student's responsibility to come to the nurse's office at the scheduled time to receive their medication. Some circumstances will require special considerations. These will be reviewed on an individual basis.

Per school policies that have been put into place to give your child any type of medication (prescribed and over the counter) at school, the following process must take place.

A copy of the most recent prescription from the child's health care provider and a letter from that provider must be provided to the school. The request from the provider to allow this medication to be given at school must include:

- ☐ child's name
- ☐ name of the prescription/medication
- ☐ dosage
- ☐ How often it can be given
- ☐ How it is to be given
- ☐ The prescriber/provider's name
- ☐ The diagnosis/reason why this medication is being used
- ☐ The potential side effects with emergency instructions for the prescription/medication if needed

The medication must be in the original prescription bottle or manufacturer's bottle.

The medication must be delivered to the school office or nurse by a parent or guardian and not to come to school with the child or kept in a backpack.

The first dose of any new medication will not be given at school. It should be given at home and the child should be monitored for side effects by the parent or guardian.

Any letters or doctors orders can be faxed to the school at 573-885-3128 or brought in by a parent or guardian.

NEWSLETTERS & REMINDER NOTES

Several items will be sent home throughout the year for the purpose of providing information to parents:

- A monthly newsletter from the office informing parents of upcoming events and building highlights.
- Classroom newsletters to inform parents of activities or concepts being taught.
- Reminders from the office about early dismissals, special activities, or events will be sent home through calendars and menus.

NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Crawford County R-II School District ("School District") are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, it's programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups.

Any person having inquiries concerning the School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age of Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above. The School District has established grievance procedures for persons unable to resolve problems arising under the statues above. The School District's Compliance Coordinator will provide information regarding those procedures upon request. Any person who is unable to resolve a problem or grievance arising under the laws and regulation cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; telephone (816) 268-0550.

Compliance Coordinator

Myra Siebert, Assistant Superintendent
#1 Wildcat Pride Drive
Cuba, MO 65453 (573) 885-2534

NOTICE OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Alpha School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. 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 education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

{Optional} Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Crawford County R-II School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office
U. S. Department of Education

400 Maryland Avenue S.W.
Washington, D.C. 20202-4605

PARENT PORTAL (Lumen)

If you wish to utilize the online Lumen Parent Portal, please contact the office to request a form for login information. You will be e-mailed a password to allow you access to your child's records. Although Lumen does not have a native app, it is fully web-responsive, allowing students, parents/guardians, teachers, and staff to access their portals from any device.

You'll find step-by-step guides for parents/guardians and students, providing a quick overview of their portals.
NewParentPortal.pdf

PARENTS AS TEACHERS

PAT is available to all families with little ones in our school district from prenatal to kindergarten age. Parents as Teachers supports parents through home visits, newsletters, play groups, hands-on group activities, and yearly developmental screening. Parents as Teachers is a great transition to preschool and/ or kindergarten, as we partner with our families for preschool and kindergarten screenings. To enroll or learn more about PAT, please contact Tiffini Lorenz at tlorenz@ccr2.org. (573) 885-2534.

PARENTS RIGHT TO KNOW

Our district is required to inform you 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 you in a timely manner, the following information: ●
- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has 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 1.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 1A.
- 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.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS... AKA PAWSITIVE PALS!!!

Emphasis is placed on the prevention of problem behavior, development of appropriate social skills, and the use of data based problem solving to identify student needs and improve school practices. It is our goal to create a positive school environment with students who demonstrate kindness and are respectful, responsible, and safe in all settings.

- Consistency is the key to the PBIS framework. Students are introduced to the expectations the first few days of school.
- Behavior expectations are posted in all settings.
- The 3 B's are utilized to guide student behavior.

- Staff teach and reinforce expectations through weekly direct instruction.
- Students receive positive recognition individually and as a class.
- Behavior specific remediation is provided once a month.

PREARRANGED ABSENCE

If your child is going to miss 2 or more days of school for something other than illness, please contact the elementary principal to pre-arrange the absence.

READING SUCCESS PLAN: MO SB 681

STAR Early Literacy (SEL, grades K-1), Star Reading (grades 2-5), and Curriculum Based Measures (CBM, grades K-4) will be used as Cuba Elementary's Tier 1 Universal Screener. All students K-5 will be assessed annually using Renaissance unless exempt by DESE criteria. Criteria for exemption include any student with a current dyslexia diagnosis, any student with severe intellectual disability, and any student with significant sensory impairment. All 1st-3rd grade students will be assessed during the first 30 days of each semester, and the last 30 days of the school year, or within the first 30 days of newly enrolled in the district. Cuba Elementary recognizes that early reading skills are strong predictors of lifelong academic success for our students. A Reading Success Plan (RSP) is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. An individual RSP will be initiated for any student reading more than one year behind as determined by state approved reading assessments and other reading assessment data. Every 4th – 12th grade student experiencing consistent difficulty in reading text and/or English classes will be assessed on an as-needed basis per the recommendation of the classroom teacher or as requested by the student's parent/guardian. Students identified as "at-risk" using the STAR Renaissance Program (and CBM's) will receive additional assessments to identify specific reading barriers.

REPORT CARDS & PROGRESS REPORTS

Progress reports go out a minimum of 8 times throughout the school year (mid term and quarterly). The purpose of this report is to notify the parent of the child's progress between quarters. A student will have approximately 4 ½ weeks to improve any grade that needs improvement from mid term to end of quarter.

Pre-K through 4th grade teachers will host parent-teacher conferences twice a school year, once in the fall and again in the spring.

RETENTION/PROMOTION POLICY

1. The teacher completes an Advanced Tier Referral, prior to second semester, for students who have:
   - Failing Grades
   - Reading one or more grade levels below expectation
2. The Advanced Tier Team will discuss strengths and areas of concern. Interventions will be put in place to help the student be successful; academic or behavior assessments may be conducted as well. Parents will be contacted once the referral is received, and will continue to be included throughout the process.
3. A team approach will be used to decide for or against retention based on the provided documentation. Parents are encouraged to be part of the team when deciding on retention.
4. The team may recommend summer school for the student to close gaps and avoid retention.
5. The final decision for retention will be based on the recommendations of the team with the final decision made by the building principal and family.

SCHOOL BASED SOCIAL WORKER/HOMELESS AND FOSTER CARE LIAISON

Cuba Elementary has a school based social worker on campus. Mrs. Weber is available to take any concerns individuals may have. Mrs. Weber is able to assist with hygiene products, personal care, and seasonal student apparel. Please feel free to contact her at any time at (573) 885-2534, Ext. 1180.

SCHOOL CLOSINGS/EARLY DISMISSALS

If it becomes necessary to dismiss school early or to cancel school for the entire day, an announcement will be made over the following radio stations:

KXMO—Cuba KTUI—Sullivan KTTR---Rolla KZNN---Rolla

Should it become necessary to close school, the superintendent will notify the local radio and television stations, and parents will receive a call. For scheduled early dismissals, parents/guardians will be called the night before. The district will send out notifications through Thrillshare, Lumen, and school messenger. It is important that the office has your correct number, or you will not receive the notifications. School cancellations are posted on the following TV stations: Channel 2, 4 & 5. Cancellations can also be found on the district website at ccr2.org and the District Facebook page.

SCHOOL COUNSELOR

A counselor is available for Cuba Elementary students and for conferences with all children, parents, and teachers. They will teach classroom lessons, see students individually, and provide instruction in small groups. They will work with teachers, parents, and others to promote a positive learning environment. Referrals to the counselors may come from teachers, parents, or at the request of the child. In the event of a crisis during a school break, guidance counselors will be available at the school to aid students desiring guidance services. Mrs. Bladdick may be reached at (573) 885-2534, Ext. 1220.

SEARCH AND SEIZURE POLICY

Students or student property may be searched based on reasonable suspicion of a violation of district rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and articles of exterior clothing for examination if reasonable under the circumstance. See Board Policy 2150.

SICK CHILDREN/STUDENT ACCIDENTS

It is important for the school to be able to contact a parent, guardian, or other responsible adult who can pick-up your child if they are sick or injured. If your child has a fever, or is vomiting, someone must pick them up immediately. Parents are responsible for maintaining current contact information for their child, and updating it if something changes throughout the year so we can contact someone to pick up your child.

- Please see information on the Continuity of Services Plan on the website
- Every effort will be made to contact a parent/guardian if severe injury occurs.

SPECIAL EDUCATION SERVICES

Special Services assess a student's potential and prescriptive ability, and develop individualized programs for exceptional students. Services such as occupational and physical therapy, as well as classes for learning disabled, multi handicapped, mentally handicapped, hearing impaired, visually impaired, and homebound instruction are available. Please contact Mrs. Karen Timmons at 885-2534, Ext. 2190 for inquiries related to special education.

STUDENT NAME/PICTURES PUBLISHED

If you do not wish to have your student published in the local newspaper, school webpage, or throughout the building, please submit a letter to the office stating what recognition you wish to have your child excluded from. A consent form will be provided at Open House for families to sign.

SUMMER SCHOOL POLICY

Students missing an excess of 14 school days in one calendar year (not verifiable by doctor excuses) and failing 2 or more subjects will be asked to attend summer school. Once enrolled in summer school classes students will be allowed to miss up to 5 days of summer school before being dropped.

TELEPHONE POLICY

Students will be discouraged from using the telephone at school. Forgotten homework, books, or permission to go with a friend are not reasons to use the office phone. Teachers will use their own judgment to determine when it is appropriate to send a student to the office to use the phone. Students will not go to the office to receive calls from parents or make after school arrangements.

TEST RETAKE

Summative test retakes require parent approval. Any student who scores under a 70% on a summative assessment can retake a test if requested by the parent. Guardians will have four school days, from the date of the test being sent home, to request their child to be given a chance to retake the test. Once the teacher gives the summative assessment again, they will take the highest grade of the two for the gradebook. Communication is key when requesting your child redo or retake a test or assignment in the elementary school.

TITLE I SCHOOL-WIDE PARENT INVOLVEMENT PLAN

The following plan was developed by the Title I School-wide Advisory Committee to inform parents of the activities available at Cuba Elementary.

Strategies for Involvement:

1. Parent newsletters are provided by classroom teachers and are sent home monthly to provide parents with information on skills being taught and activities planned for the month.
2. Newsletters from the principal provide parents with upcoming events/activities during the school day and evening hours. The principal will also use the following avenues to post information for parents: Lumen, Thrillshare, Facebook, and Seesaw
3. Each year, results from the district selected assessments and the MAP test will be sent home to parents and explained during the parent/teacher conference.
4. At the beginning of the school year, the Annual Title I Review is held to inform parents on the overall School-wide program, presented by the Title I Advisory Committee.

Shared Responsibilities for High Academic Achievement

1. Parents will receive course objectives, grading procedures, and a discipline plan from their child's classroom teacher at the beginning of the school year.
2. Parent-teacher conferences are held in the fall and spring. Parents and/or teachers may schedule a conference as needed to insure the success of the student at other times throughout the year.
3. School/Parent/Student Compacts will be sent home at the beginning of each school year or as needed.
4. Complaint procedures for Federal Programs and parent's rights can be found on the district website.
5. Parents are encouraged to serve on any school-wide committee. Please call (573) 885-2534 ext. 1179.
6. Parents are encouraged to attend family activity nights throughout the school year.
7. Parents are encouraged to help students attend extended day tutoring when students qualify.

VISITORS

Visitors may come to holiday parties and preapproved classroom events. All visitors must sign in at the office and receive a visitors pass. Building administrators and school SRO's have the right to ask any parent to leave the building during regular school hours for the safety of students and staff. In the event of a weather advisory during the regular school day, parents are welcome to sign their children out prior to a warning or lock down. Anytime after, parents will be welcome in the building, but will not be allowed to sign their child out until an all clear is given. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption. **In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities without the written permission of the Superintendent.** If permission is granted for a specific event or events, the Superintendent will notify the principal, where the sex offender will be present.

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. Myra Siebert
Assistant Superintendent
1 Wildcat Pride Drive, Cuba, MO 65453
(573) 885-2534 - 1174

The District has designated the Compliance Officer with the responsibility to identify, prevent, and remedy unlawful discrimination and harassment in the District. The Compliance Officer is in charge of assuring District compliance with this Policy and Regulation, Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; as well as 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 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.

Illustrations and Examples of Prohibited Harassment

For the purpose of this Regulation, the determination of conduct as 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 of 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 retaliation prohibition, confirming 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 course of 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 so 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 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 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; 2) 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 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.

<u>Step Two – Appeal to Board of Education</u>

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 comment 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 if 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.

TRANSPORTATION CHANGES

- Students may ride different AM and PM routes only if predetermined and approved during enrollment.
- Students may ride a different route by day or week only if scheduled and approved at enrollment.
- Temporary transportation changes after enrollment must be requested in writing and approved by the transportation department and building administration.
- Students are not allowed to ride home with friends or travel to unapproved alternate locations for social reasons.
- Transportation changes must be made by 1:00 p.m. each day. Changes requested after this time will not be accepted, except in verified emergencies approved by a principal.
- Transportation changes may not be left on voicemail. Verbal requests must be made directly to school staff.
- Administrators and directors of transportation will have the final say if the requests get out of hand or become too excessive for the safety and routine of our students and drivers.

VIRTUAL LEARNING TALKING POINTS

CCR2 recognizes the developmental significance of in-seat instruction and socialization. The district encourages in seat learning, especially for K-2 students.

- 5th-12th grade students may be eligible for virtual learning via Edgenuity.
    - Edgenuity is a contained educational program.
        - It does not provide a daily, live person to deliver instruction.
        - It is a software-based curriculum and instructional tool.
        - CCR2 staff will monitor work completion and progress to award grades &/or credit at the end of each semester.
    - Students should expect to spend 5-7 hours per day working in the system.
    - Parents, especially in younger grade-levels, should expect to support the learning daily for at least 2-3 hours per day.
- Students must have internet capabilities.
- A device will be provided to enrolled students.
- Requests must be submitted to the principal 10 days prior to the start of the semester.
- Students new-to-the-district must request within 5 days of enrollment.
- Administration will review each request; the district may deny access if it is not in the student's best academic interest.
    - Lack of internet accessibility
    - Failure to complete MAP-EOC testing prior year
    - Poor grades (D's &/or F's)
    - Poor (virtual or in-seat) attendance
- Special Education students' accommodations and required minutes will be facilitated through the Special Education office in accordance with the current IEP on file. Targeted minutes may require the student to come to the building.
- Once students are admitted they will remain in the virtual program as long as they are making satisfactory academic progress (no more than 1 failing grade in a core class; no more than 2 failing grades total).
    - A 10-day window will exist at the beginning of each semester to progress monitor & re-assign any virtual student not showing progress.
    - After the 10-day window, students must finish the semester in order to request a change.
    - After the 10-day window, administrators may require students to return at the quarter if academic progress is not satisfactory.
    - Course completion is required to receive a final grade & credit.
- Quarantined students will <u>not</u> be placed in the Edgenuity virtual learning program.

Virtual students will <u>not</u> be allowed to participate in extracurricular activities nor clubs. Students in the CCR2 Virtual Program may attend after-hours school functions as a guest only.

WITHDRAWAL FROM SCHOOL

Please notify the school office several days in advance if you are moving and withdrawing your child from school. This allows sufficient time to process the withdrawal and prepare the student's records for transfer to the new school. State Law requires that all discipline records be transferred to the new school. All textbooks must be returned and school debts [library fines, lunch charges etc.] must be paid before a student can be cleared and records released to their new school.

CCR2 Board Policies:
https://www.moconed.com/district/CrawfordCoRII/district.php

CRAWFORD COUNTY R-II

STUDENT CONDUCT & ACCOUNTABILITY HANDBOOK

A guide to Behavior Expectations, Policies, and Disciplinary Procedures in the Crawford County R-II School District

2026-2027



Crawford County R-II Board of Education

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Mrs. Kelley Brown
Elementary Assistant Principal

Mr. Collin Crader
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Crawford County R-II Board of Education.....1
Crawford County R-II Administration.....1
Purpose.....4

District Expectations **5**
Mission Statement 5
Vision Statement 5
Core Values 5
Student Rights & Responsibilities 6
Student Rights 6
Due Process 6
Student Responsibilities 7
Parent/Guardian Rights & Responsibilities 7
Parent Rights 7
Parent Responsibilities 7
Staff Responsibilities 8
Staff Responsibilities 8
Guiding Philosophy **9**
PBIS 9
Trauma-Informed 11
Building Behavior Matrices **11**
ELM Matrix: Paws-itive Pals! 12
MS Matrix: Always Follow the Wildcat Way! 13
HS Matrix: Wildcat Track to Success 14
Student Code of Conduct **15**
Minor and Major Infractions 16
Bus Rules & Regulations 18
Dress Code 18
Behavior Response Process 19
Board of Education Policy **20**
P 2600 Discipline 20
P 2610 Misconduct & Disciplinary Consequences 21
R 2610 Misconduct and Disciplinary Consequences 21
● Alcohol 21
● Arson 22
● Assault 22
● Bullying 22
● Fighting 22
● Disrespectful Conduct or Speech/ Defiance of Authority/Insubordination 23
● Disruptive Speech or Conduct/Classroom Misbehavior/Inappropriate Behavior 23
● Drug/Controlled Substance 23
Prescription Medication 24
● Extortion 24
● Firearms and Weapons 24
● Harassment (Includes Sexual Harassment) 25

- Improper Display of Affection 25
- Improper Language 25
- Inappropriate Sexual Conduct 26
- Indecent Exposure 26
- Theft 26
- Tobacco 26
- Truancy 27
- Vandalism 27
- False Alarms 27
- Gangs 27
- Violation against Public Decency and Good Order 28
- Prohibited Items 28
- Sexual Misconduct 28
- Bus Misconduct 28
- Classroom Tardies 28
- Dishonesty 29
- Dress Code 29
- Board of Education Policy 2621 Cell Phones - Display and Usage 29
- Cell Phone 30
- Hazing 31
- Technology Misconduct 31

Legal Compliance 31

P 2672 Discipline of Students with Disabilities 31

Section 504 Disabled Students 34

P 1301 Prohibition Against Sexual Harassment and Retaliation under Title IX 35

Missouri Safe Schools Act 36

P 2620 Firearms and Weapons in School 36

R 2620 Firearms and Weapons in School 37

P 2150 Searches by School Personnel 38

Bullying, Harassment, and Discrimination 39

Definitions and Examples (Policy 2655) 39

Cyberbullying 40

Reporting Procedures 40

Investigation and Response Process 40

Title IX Procedures (Policy 2130) 41

Protection Against Retaliation 41

Student Support Team 41

School Counselors 41

School-Based Social Worker (SBSW) 42

School Nurses 42

School Resource Officers (SROs) 42

See Something, Say Something..... 42
Contact Us.....43

Purpose

The purpose of this handbook is to provide clear, consistent expectations for student behavior and to outline the supports and disciplinary responses used across the district. It serves as a communication tool to ensure that students, families, and staff share a common understanding of behavioral expectations and consequences. By partnering with parents and guardians, we aim to create a safe, respectful, and supportive learning environment where all students can grow in character, responsibility, and academic success.

This handbook is intended to provide guidance regarding behavior expectations, discipline procedures, and support systems within the Crawford County R-II School District. While it outlines common scenarios and responses, it is not intended to be all-inclusive. No single document can anticipate every situation or cover every detail of student behavior or administrative response.

Building and district administrators are authorized to use their professional judgment and discretion to address unique or complex circumstances in a manner consistent with district policy, student safety, and the educational mission of the school. When appropriate, additional measures may be taken beyond those listed, provided they align with Board of Education policies and applicable laws.

The Board of Education policies referenced in this handbook are available in their entirety at www.ccr2.org.

District Expectations

Mission Statement

The mission of the Crawford County R-II School District is to empower and inspire every student to reach their full potential through relevant content and student-centered instruction in a safe & supportive environment.

Vision Statement

The vision of the Crawford County R-II School District is to prepare every student to be a leader who is life-ready & globally minded.

Core Values

The Crawford County R-II School District believes that the following core values are essential to success. They represent who we are, what we believe, and what we do. Everyone...Every Day.

Civility & Respect - Accountability & Ownership - Character & Integrity
Strong Work Ethic - Empathy & Compassion



One School - One Community - One Family

Student Rights & Responsibilities

The Crawford County R-II School District is committed to creating a safe, respectful, and supportive environment where all students can learn and grow. Students are active participants in their school community and are expected to contribute to a positive and productive atmosphere.

Student Rights

- To attend school in a safe and respectful environment.
- To be treated fairly and with dignity by staff and peers.
- To receive clear expectations and consistent consequences for behavior.
- To express concerns and seek help from trusted adults, including teachers, counselors, and administrators.
- To receive behavioral support when needed, including intervention plans and access to support staff.
- To participate in the learning process without discrimination, harassment, or bullying.
- To be informed of rules, expectations, and consequences as outlined in this handbook.
- To exercise constitutional rights — It should be understood that a student does not deprive himself or herself of constitutional rights upon entering school, so long as those rights do not disrupt the educational process or infringe upon the rights and freedoms of others.
- To due process, including notice of alleged misconduct and an opportunity to respond before disciplinary action is taken.

Due Process

This handbook outlines the major areas of student conduct and the corresponding disciplinary responses. All students are entitled to due process, meaning that specific procedures will be followed by school officials before imposing disciplinary actions. This includes notification of the charges and the opportunity for the student to respond.

If the student and/or legal guardian are dissatisfied with any disciplinary decision, they have the right to appeal through the following steps:

> **Step 1:** If the concern is related to a classroom situation or teacher, contact the building principal to arrange a conference with the teacher.
>
> **Step 2:** If the concern is about any matter other than a classroom issue, or if Step 1 does not resolve the issue, the matter should be submitted in writing and brought to the building principal.
>
> **Step 3:** If the concern is not resolved at the building level, it should be referred to the appropriate central office administrator, the Superintendent, or the Assistant Superintendent for further review and resolution.
>
> **Step 4:** Appeals related to suspensions exceeding ten (10) school days may be brought before the Board of Education. The Board serves as the final authority for long-term suspension and expulsion decisions in accordance with district policy and state law.

Student Responsibilities

- To follow school rules, classroom expectations, and directions from staff.
- To treat others with kindness, respect, and consideration.
- To take responsibility for actions and behavior.
- To report unsafe behavior, bullying, or threats to a trusted adult.
- To attend school regularly and arrive on time, ready to learn.
- To respect school property and the property of others.
- To work cooperatively with peers and staff and contribute to a positive school climate.

Parent/Guardian Rights & Responsibilities

The Crawford County R-II School District believes that strong school-family partnerships are essential to student success. Parents and guardians play a critical role in supporting positive behavior and academic achievement. This section outlines both the rights and responsibilities of parents/guardians in relation to behavior and discipline.

Parent Rights

- To be treated as a valued partner in their child's education and behavior support.
- To receive clear, timely communication about their child's behavior and disciplinary actions.
- To be informed of behavioral expectations and consequences as outlined in this handbook.
- To request meetings to discuss behavior concerns, supports, or interventions.
- To receive due process if their child is involved in a disciplinary action, including suspension or expulsion.

- To be included in behavior intervention planning for students receiving Tier 2 or Tier 3 supports.

Parent Responsibilities

- To support school-wide behavior expectations at home and in the community.
- To communicate openly with school staff about their child's behavior, concerns, or changes that may affect school performance.
- To ensure regular attendance and punctuality, as consistent routines support positive behavior.
- To participate in meetings related to their child's behavior, including conferences, team meetings, and intervention planning sessions.
- To encourage respectful behavior, personal responsibility, and problem-solving skills in their child.
- To monitor their child's use of technology and social media and promote safe, respectful online behavior.
- To model positive communication and work collaboratively with school staff to resolve concerns.

Staff Responsibilities

All staff members in the Crawford County R-II School District play a vital role in maintaining a positive, respectful, and safe school environment. Staff are expected to model the behaviors we want to see in students, uphold district policies, and work collaboratively with families and colleagues to support student success.

Staff Responsibilities

- To clearly communicate and consistently reinforce behavioral expectations with students.
- To model respectful, professional, and appropriate behavior at all times.
- To use proactive classroom management strategies that promote student engagement and reduce disruptions.
- To address inappropriate behavior promptly, fairly, and in alignment with district procedures.
- To build positive relationships with students, families, and colleagues.
- To document and report behavioral incidents accurately using the district's student information system.
- To collaborate with counselors, support staff, and administrators in supporting students who need additional behavioral interventions.
- To maintain student confidentiality and follow all applicable laws and board policies, including those related to student discipline.
- To participate in professional development related to behavior, PBIS, trauma-informed practices, and legal responsibilities.
- To communicate regularly with parents and guardians regarding student behavior, both positive and concerning, and to include them in the problem-solving process.

By fulfilling these responsibilities, staff contribute to a positive school culture where students can succeed academically and grow in character.



Guiding Philosophy

The Crawford County R-II School District believes that a safe and orderly environment is essential for student learning and success. Our approach to behavior is grounded in clear expectations, consistent practices across all schools, and fair, developmentally appropriate responses. We are committed to using Positive Behavioral Interventions and Supports (PBIS) to proactively teach and reinforce appropriate behavior while recognizing and addressing individual student needs. Discipline is viewed as an opportunity for growth, reflection, and learning—not simply punishment. Through strong partnerships with families, staff, and the community, we aim to create a positive school climate built on respect, responsibility, and accountability.

PBIS

The Crawford County R-II School District utilizes Positive Behavioral Interventions and Supports (PBIS) as a proactive, district-wide framework for promoting positive behavior and creating a consistent, supportive learning environment for all students.

PBIS is a multi-tiered system of support (MTSS) that emphasizes:

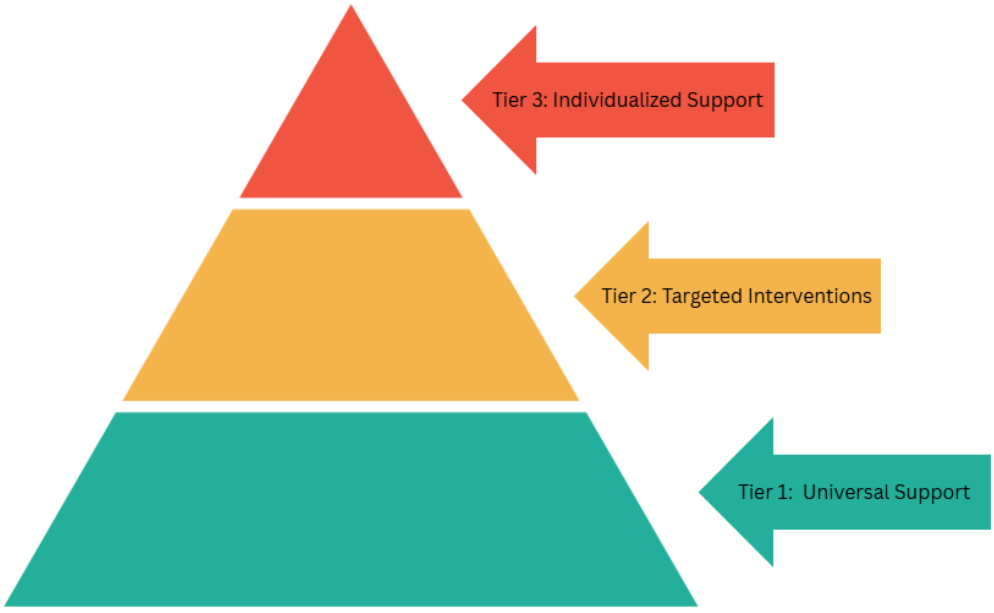
- Clearly defined behavioral expectations
- Explicit teaching and modeling of expected behaviors
- Regular reinforcement and recognition of positive behavior
- Consistent and fair responses to misbehavior
- Data-driven decision-making to identify needs and track progress

Core Components of PBIS in Our District

- Tier 1 – Universal Supports:

Expectations for behavior are clearly taught and reinforced in all classrooms and common areas. Every student benefits from proactive strategies and school-wide supports designed to promote a positive school culture.

- Tier 2 – Targeted Interventions:
  Students who need additional support receive targeted interventions such as check-in/check-out, social skills groups, or behavior contracts. These supports are designed to reinforce expected behaviors and address emerging needs.
- Tier 3 – Intensive Individualized Support:
  For students who require more intensive support, individualized strategies may be developed to address their specific needs. These strategies can include increased supervision, structured behavior plans, or other interventions based on observations, data, and team input.



PBIS: Multi-tiered System of Support

PBIS is not a program or curriculum, but rather a framework for effective discipline that encourages collaboration among students, staff, and families. Our goal is to ensure every student experiences a safe, respectful, and supportive environment where learning can thrive.

Each school in the district maintains a building-level PBIS team responsible for reviewing data, supporting staff, and continuously improving implementation efforts.

Trauma-Informed

The Crawford County R-II School District is committed to using trauma-informed practices to support the needs of all students. We recognize that some students have experienced adverse childhood experiences (ACEs) that can affect their behavior, learning, and relationships at school. A trauma-informed approach helps us respond to students with empathy, consistency, and support, rather than punishment alone.

Core Principles of Trauma-Informed Practice

- Safety: Creating environments where students feel physically, socially, and emotionally safe.
- Trustworthiness & Transparency: Clear expectations and predictable routines that build trust between staff and students.
- Connection: Fostering strong, supportive relationships with students and families.
- Empowerment: Helping students build confidence, learn self-regulation skills, and make positive choices.
- Collaboration: Working with families, counselors, social workers, and other support staff to address students' individual needs.

Implementation in Our Schools

- Staff are trained annually in trauma-informed care and de-escalation strategies.
- Classroom environments are structured and supportive, with routines that reduce anxiety and promote predictability.
- Students have access to school counselors, a school-based social worker, and mental health referrals as needed.
- Behavior is seen as a form of communication; staff work to understand the root cause and respond with appropriate interventions.

By integrating trauma-informed practices into our daily routines and discipline processes, we aim to ensure that all students are given the support they need to succeed—academically and personally.

Building Behavior Matrices

The Crawford County R-II School District believes that clear expectations and consistent responses help create a positive school climate. Each school uses a behavior matrix to outline expected behaviors across various settings (classroom, hallway, cafeteria, bus, etc.) and to communicate how positive behaviors are reinforced.

In addition, discipline response matrices help guide staff in determining appropriate responses to student misbehavior based on the severity and frequency of the behavior. The following pages include behavior and response matrices that reflect our district's commitment to proactive, respectful, and supportive behavior management.

ELM Matrix: Paws-itive Pals!

Location	**Voice Level**	**Be Respectful**	**Be Responsible**	**Be Safe**
All Settings	0-4	● Show kindness & compassion to others ● Short, straight, silent ● Accept consequences without arguing ● Give me Five	● Be here, be on time ● Follow directions the first time ● Take care of all property	● KHFAOOTY ● Stay in your assigned location
Hallway	0	● Wait your turn; do not pass	● Go directly to your destination ● Follow pawprints on	● Always walk ● Face forward ● Hands at side

			the right side of the hall	
Cafeteria	0-2	• Allow students/classes exiting to go first • Use polite manners • Pick up trash and belongings	• Use time wisely • Take only what you need • Use a restaurant voice	• Seat to seat, feet on the floor, facing forward • Report spills
Playground	4	• Practice good sportsmanship • Share equipment and take turns • Play fair and follow the rules • Respond to the whistle (freeze)	• Dress appropriately for the weather • Leave disagreements on the playground	• Use the equipment properly and return it to the bin • Ask permission to leave the playground • Be a problem solver
Restrooms	1	• Give others privacy • Take turns	• Return to class promptly • Flush toilet • 1 pump of soap and count to 10 at the hand dryer • Quick, quiet, clean	• Use equipment appropriately • Report problems to teachers • Keep water in the sink
Bus	2	• Use polite language • Share seat with others • Wait your turn to get on and off	• Arrive at the bus stop on time • Follow school behavior expectations at the bus stop • Keep food and other objects in a backpack	• Back to back, seat to seat, feet on floor • Keep the aisle clear • Walk to and from the bus • Inform bus drivers of issues immediately
Classroom	0-3	• Allow others to learn • Listen politely and wait your turn to speak • Have a positive attitude	• Be responsible for materials and assignments • Stay on task • Leave all non-school items at home or in backpack	• Move safely • Make safe choices • Only walking in the classroom

MS Matrix: Always Follow the Wildcat Way!

Location	**Respectful**	**Responsible**	**Reliable**
Classroom	• Take care of all property • Listen and wait your turn in conversations • KHFAOOTY • Have a positive attitude • Follow directions	• Come to class prepared and ready to learn • Turn in assignments on time • Keep the classroom clean	• Come to class on time • Have all supplies ready • Take care of personal needs before class
Bus	• Stay in your seat • Keep feet on floor • Follow directions from bus driver	• Use appropriate voice level • Report problems	• Be at stop on time • Use headphones when listening to music

	• KHFAOOTY		
Hallway	• Use appropriate language and voice level • KHFAOOTY	• Keep walkways open and stay to the right • Keep moving	• Be on time to class • Be in your assigned hallway
Restrooms	• Clean up after yourself • Respect privacy, school facilities, and honor personal space • KHAFOOTY	• Use your time wisely • Keep your hands to yourself • Return to class promptly	• Flush the toilet • Wash your hands • Report problems
Cafeteria	• Be patient and keep your place in serving line • Stay seated while eating • Level 1 voice at all time • KHFAOOTY	• Clean the table and the area around you • Pick up after yourself • Food & drinks are to remain in the cafeteria • Outside food orders are prohibited	• Return your tray and eating utensils to washing station • Deposit all litter to wastebaskets • Follow lights off signal to become quiet
Library	• Use “library voices” Level 1-2 • Keep feet on the floor • KHFAOOTY	• Return books on time • Only visit approved websites	• Know your student ID number to check out books
Technology	• Treat laptop as if you bought it yourself • Take PRIDE in what is loaned to you	• Avoid and report inappropriate sites and unsafe use • Use technology appropriately • Use technology for intended purpose	• Make sure laptops are plugged in after usage • Keep passwords private • Phones are off and in your backpack/purse

HS Matrix: Wildcat Track to Success

Location	**Teachable**	**Responsible**	**Accountable**	**Committed**	**Kind**
Classroom	Approach new topics with an open mind Believe in your abilities Practice academic honesty	Follow the dress code Use class time wisely Stay attentive & alert in class	Come prepared with solutions to problems Turn work in on time	Strive for excellence on all work Arrive on time and leave when dismissed Study for exams	Focus on matters of your concern
Commons	Practice personal boundaries	Maintain indoor volume Keep food on trays	Get and eat your own food promptly Report messes	Keep the area clean for others Leave when dismissed	Stay in your space Use kind words- Say please and thank you

		Follow the dress code			Wait your turn in line
Hallway	Practice personal boundaries	Walk on the right side Maintain indoor volume	Get where you need to go promptly	Keep the area clean for others Make eye contact and greet others	Stay in your space Use kind language Focus on matters of your concern
Restrooms	Practice good hygiene	Bathroom business only- go, flush, wash, leave	Use facilities correctly, quickly, and quietly	Keep the area clean for others	Stay in your space Focus on matters of your concern
Assemblies	Be a polite observer or active participant	Act and react appropriately Keep hands and feet to yourself	Remain in your designated space When dismissed, return directly to the assigned destination	Remain seated and focused	Stay in your space Use kind words
Lot/Buses	Set a good example for other students	Board buses promptly Bring all materials in from vehicles upon arrival	Sit and remain in assigned seats on buses Park in the assigned spot with parking tag displayed	Follow all traffic laws Use designated crosswalks	Wait your turn to enter and leave the parking lot and spaces
Technology	Exercise internet safety Appropriately utilize resources Communicate professionally	Keep computer settings the same Use only approved websites/apps Keep personal information secure	Follow your technology agreement, per the handbook	Consistently care for and charge your devices Treat your device as if it were your own	Use proper email etiquette Use kind language- including to tech support staff
After School Activities	Use opportunities to hone skills	Stay on task Be on time	Leave facilities better than you found them	Stay focused on the purpose	Show respect to officials and opposing teams Use kind language Leave nature alone

Student Code of Conduct

The Crawford County R-II School District is committed to maintaining a safe, respectful, and orderly learning environment. Disciplinary measures are based on the nature and frequency of the behavior and are guided by Board Policies P2600 and P2610. These measures may include detention, in-school suspension, out-of-school suspension, or expulsion. Administrators may apply discretion based on individual circumstances, and students are entitled to due process.

General Expectations:

1. Respect the rights of others
2. Follow school rules and staff directions
3. Attend school regularly and arrive on time
4. Maintain academic honesty
5. Avoid behavior that disrupts learning or endangers others

Examples of misconduct include, but are not limited to: possession or use of drugs, tobacco, or alcohol, fighting or assault, harassment or bullying, theft or vandalism, weapons possession, repeated disrespect or defiance, academic dishonesty, and technology misuse. Detailed descriptions and consequences for misconduct are outlined in Regulation 2610.

Minor and Major Infractions

The examples of minor and major behavioral infractions provided in this handbook are not exhaustive. They are intended to serve as a guide for staff, students, and families in understanding typical behaviors and corresponding levels of response. School administrators have the authority to evaluate each situation individually and assign consequences based on the nature, frequency, and severity of the behavior, in alignment with district policy and due process requirements.



CRAWFORD COUNTY R-II
EXAMPLES OF MINORS VS. MAJORS

Minors
(Classroom Managed Behaviors)

- Academic dishonesty (e.g., copying homework)
- Argumentative responses or backtalk
- Cell phone use in violation of policy (1st or 2nd offense)
- Classroom disruptions (verbal or nonverbal)
- Dress code violations
- Failure to complete or turn in assignments
- Failure to keep hands, feet, and other objects to self (KHAFOOTY)
- Inappropriate language or name-calling
- Inappropriate public display of affection
- Off-task behavior or lack of engagement
- Passing notes (physical or digital)
- Refusal or failure to comply with staff directions
- Repeated use of profanity not directed at others
- Roughhousing or playful physical contact (horseplay)
- Speaking out without permission
- Tardiness to class
- Unprepared for class (e.g., missing materials or supplies)
- Writing or marking on school property

Note: Patterns of repeated minor behaviors may result in an office referral and be addressed using Tier 2 or Tier 3 interventions based on student need.

Majors
(Office Managed Behaviors)

- Alcohol possession, use, distribution or being under the influence
- Cell phone violation (repeated or after prior consequences; referral required)
- Cutting class or leaving campus without permission
- Defiance or insubordination (repeated or significant)
- Directed use of profanity toward staff or students
- Disruptive or inappropriate sexual behavior, including lewd notes or gestures
- Drug, tobacco, or controlled substance possession, use, or distribution
- Fighting or physical aggression (beyond horseplay)
- Harassment, including sexual or discriminatory harassment
- Intimidation, bullying, or threatening behavior
- Repeated or severe violations of attendance expectations
- Repeated public display of affection
- Repeated violations of the dress code
- Repeated backtalk or argumentative defiance
- Security breach or bypassing building safety protocols
- Theft or vandalism of school or personal property
- Weapons possession, use, or threat involving a weapon

Note: Major behaviors may result in immediate office referral, out-of-school suspension, and/or referral to the superintendent in accordance with Board Policies P2600 and P2610. Law enforcement may be contacted depending on the severity of the infraction.

Bus Rules & Regulations

The school bus is considered an extension of the classroom, and students are expected to follow all behavior expectations while riding. The bus driver is responsible for the safety of all passengers and has full authority over the bus and its riders.

To ensure safe and respectful transportation, students are expected to follow these rules:

- Follow all directions given by the driver promptly and respectfully.
- Arrive at the bus stop on time. Buses will not wait for tardy students.
- Remain off the roadway while waiting for the bus.
- Board and exit the bus only when it has come to a complete stop.
- Remain seated, facing forward, with feet and belongings out of the aisle.
- Do not stand, switch seats, or move around while the bus is in motion.
- Refrain from loud, disruptive, or unnecessary conversations with the driver.
- Speak respectfully to the driver and other students at all times.
- No fighting, scuffling, pushing, tripping, or throwing objects.
- No cursing, obscene language, or inappropriate gestures.
- No eating, drinking, or gum chewing on the bus.
- No tobacco, vaping, alcohol, or illegal substances are allowed.
- Keep hands, arms, and head inside the bus at all times.
- Do not bring balloons, glass containers, live animals, or reptiles on the bus.
- Damage to the bus must be reported immediately to the driver.
- The driver has the authority to assign seats as needed.

Failure to follow these rules may result in disciplinary action, including loss of bus privileges. Students may be recorded by video surveillance at any time while riding the bus, without prior notice, for safety and security purposes.

Dress Code

The responsibility for student appearance rests primarily with students and their parents or guardians. The Crawford County R-II School District expects all students to dress in a manner that is appropriate for a learning environment and does not interfere with the educational process or create a distraction for others.

To maintain a safe and respectful learning environment in all schools, the following dress code guidelines apply to students in all grade levels:

1. **Clothing must adequately cover undergarments.** If undergarments are visible, the outfit is not considered appropriate for school.
2. **Students must wear clothing that covers the back, chest, buttocks, and midsection.** Tops and bottoms should provide sufficient coverage when standing, sitting, or moving.
3. **Tank tops, sleeveless shirts, and sports jerseys** must have straps at least one inch wide or be worn with a t-shirt underneath. Arm openings should be modest and not extend significantly below the armpit.

4. **Shorts, skirts, and dresses must be of sufficient length** to prevent distraction. As a general guideline, hemlines should extend to the point where a student's palms meet their legs when standing with arms at their sides.
5. **Clothing or accessories may not display or promote** alcohol, tobacco, drugs, weapons, violence, profanity, or sexually explicit or suggestive messages.
6. **Headwear that causes a distraction to the learning environment is not permitted.** Teachers and administrators may ask students to remove hats at any time.
7. **Footwear must be worn at all times.** Shoes must be appropriate for daily school activities and recess.
8. **Blankets are not allowed** on school buses or inside school buildings.

No dress code can address every possible trend or fashion. Final decisions regarding whether attire is appropriate and aligns with the expectations of a productive educational environment will rest with the building principal or designee.

Behavior Response Process

To support consistent behavior management, the following process outlines how staff may respond to behavior incidents based on severity and frequency.

Classroom-Managed Behavior Response (Minor Infractions)

Handled by the teacher with documentation and parent communication as needed.

General Process:

- Teacher who observes behavior reteaches expectations and redirects the student.
- Apply an appropriate classroom-level consequence (e.g., seat change, time-out, loss of privilege, lunch detention, after school detention).
- Document the incident using the classroom tracking system or Lumen if recurring.
- Contact the parent or guardian if the behavior continues.
- If the behavior becomes chronic or escalates, submit an office referral with documentation of previous interventions.

Office-Managed Behavior Response (Major Infractions)

Handled by building administration. These behaviors are serious, dangerous, or persist despite prior interventions.

General Process:

- Ensure safety and de-escalate the situation if necessary.
- Submit an office referral using Lumen.
- Administration investigates the incident and assigns appropriate disciplinary action.
- Parent or guardian is contacted by the administrator.
- The incident is documented in the student's discipline record.
- Administrator coordinates any necessary follow-up (e.g., counseling referral, intervention plan, behavior plan).

Board of Education Policy

A full list of Board of Education policies, including those referenced in this handbook, can be accessed on the district website at www.ccr2.org under the Board of Education > Policies section. These policies provide detailed guidance and serve as the foundation for all discipline-related procedures and decisions.

P 2600 Discipline

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

P 2610 Misconduct & Disciplinary Consequences

All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

R 2610 Misconduct and Disciplinary Consequences

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation 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 Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation or the student handbook which includes the code of student conduct and disciplinary consequences, as well as the District's corporal punishment policy, if any, will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

- **Alcohol**
  Possession of or presence under the influence of alcohol regardless of whether the student is on the school playground, parking lots, school buses, and at school activities on or off the property.
    - First Offense: 1-180 days out-of-school suspension, notification of law enforcement officials, documentation in student's discipline record. Counseling will be required for the student to return to school.
    - Subsequent Offenses: 1-180 day out-of-school suspension and recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline file.

  Sale or purchase or distribution of alcohol
    - First Offense: 1-180 days out-of-school suspension with recommendation to superintendent for long-term suspension or expulsion, notification of law enforcement officials, and documentation in student's discipline file.

- **Arson**
  Intentionally causing or attempting to cause a fire or explosion.
    - First Offense: Detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, documentation in student's discipline file, and restitution if appropriate.
    - Subsequent Offenses: 1-10 days in-school suspension, 1-180 days out-of-school suspension and recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, documentation in student's discipline file, and restitution if appropriate.

- **Assault**
  Assault of a Student or Staff Member - Use of physical force with the intent to do bodily harm.
    - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Notification to law enforcement officials.
    - Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Notification to law enforcement officials.

- **Bullying**
  Intentional intimidation or infliction of physical, emotional, or metal harm [see policy 2655]
  - First Offense: Principal/Student conference, parents contacted, loss of privileges, detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and notification of authorities.
  - Subsequent Offenses: Detention, 1-10 day in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and notification of authorities.

- **Fighting**
  Physically striking another in a mutual contact as differentiated from an assault. Authorities may be notified with each fighting offense.
  - First Offense: 1-10 days out of school suspension.
  - Subsequent Offenses: 1-10 days out of school suspension.

- **Disrespectful Conduct or Speech/ Defiance of Authority/Insubordination**
  Disrespectful verbal, written, or symbolic language or gesture or any behavior which is inappropriate to public settings directed at staff members. Refusal to obey directions or defiance of staff authority.
  - First Offense: Principal conference, detention, 1-5 days in-school suspension, 1-2 Saturday School or 1-10 days out-of-school suspension.
  - Subsequent Offenses: Detention, 1-10 days in-school suspension, 1-3 Saturday School or 1-180 days out-of-school suspension.

- **Disruptive Speech or Conduct/Classroom Misbehavior/Inappropriate Behavior**
  Conduct or speech, verbal, written symbolic, which materially and substantially disrupts classroom work, school activities, or school function.
  - First Offense: Principal/Student conference and loss of privileges, detention, 1-3 days in-school suspension, 1-2 Saturday School, or 1-10 days out-of-school suspension.
  - Subsequent Offenses: Principal/Student conference and detention, 3-10 days in-school suspension, 1-3 Saturday School, or 1-180 days out-of-school suspension with possible recommendation to the superintendent for long-term suspension or expulsion.

- **Drug/Controlled Substance**
  Possession of or attendance (presence) under the influence of controlled substance, unauthorized narcotic substance, counterfeit or drug related paraphernalia or substance represented thereof, on the school playground, school parking lots, school buses and at school activities whether on or off the property.
  - First Offense: 1-180 days out of school suspension, notification of law enforcement officials, and documentation in student's discipline record. Counseling will be required for the student to return to school.

- Subsequent Offenses: 1-180 day suspension and recommendation to Superintendent for long term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

Sale, purchase or distribution of any controlled substance, unauthorized narcotic substance, counterfeit or drug related paraphernalia or substance represented thereof, on the school playground, school parking lots, school buses and at school activities whether on or off the property.

- First Offense: 1-180 days out-of-school suspension with recommendation to superintendent for long term suspension or expulsion.
- Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to superintendent for long term suspension or expulsion.

Prescription Medication

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

- First Offense: Detention, 1-10 days in-school suspension, 1-180 days out of school suspension, notification of law enforcement officials, and documentation in student's discipline record. Counseling may be required for the student to return to school.
- Second Offense: 1-10 days in-school suspension, 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, notification to law enforcement officials, and documentation in student's discipline record.

Sale, purchase or distribution of any 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: 1-180 day suspension with recommendation to superintendent for long term suspension or expulsion.
- Subsequent Offense: 1-180 day suspension with recommendation to superintendent for long term suspension or expulsion.

- **Extortion**

  Threatening or intimidating any student for the purpose of obtaining money or anything of value.
  - First Offense: Principal/Student conference and detention, 1-5 day in-school suspension, or 1-10 days out-of-school suspension.
  - Subsequent Offense: 1-10 days in-school suspension, 1-180 days out-of-school suspension, with possible referral to superintendent for long term suspension or expulsion, and possible documentation in student's discipline record.

- **Firearms and Weapons**

  Weapons (see Regulation 2620) & (Board Policy 2673) Possession of a firearm or weapon defined in 18 U.S.C.921 of 571.01RsMo., which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.
  - First Offense: Referral to superintendent for one calendar year suspension or expulsion. Notification to law enforcement officials, and documentation in student discipline record.

- **Harassment (Includes Sexual Harassment)**
  Use of material of sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.
    - First Offense: Principal/student conference, parent contacted, and detention, 1-5 days in-school suspension, or 1-180 days out-of-school suspension with possible referral to superintendent for long-term suspension or expulsion.
    - Subsequent Offenses: Principal/student conference, parent contacted and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible referral to superintendent for long-term suspension or expulsion.

- **Improper Display of Affection**
  Physical contact that is inappropriate for the school setting. Students are permitted to hold hands. All other physical contact is not acceptable.
    - First Offense: Principal/Student conference, parents are contacted, and detention, 1-3 days in-school-suspension, or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Principal/Student conference, parents contacted and detention, 1-10 days in-school suspension or 1-180 days out of school suspension.

- **Improper Language**
  Threatening Language
  Use of verbal, physical or written threats to do bodily harm to person or personal property.
    - First Offense: Principal/Student conference and detention, 1-3 days in-school suspension, or 1-10 days out of school suspension.
    - Subsequent Offenses: 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Possible documentation in student's discipline record.

  Use of Obscene, Vulgar, or Profane Language
  Conduct or speech, verbal or written or symbolic, describing sexual conduct which is offensive or obscene.
    - First Offense: Principal/Student conference, detention, 1-3 days in-school suspension, or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Detention, 1-10 days in-school suspension or 1-180 days out-of-school suspension.

  Disruptive or Demeaning Language or Conduct/Disparaging Damaging Language
  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/Student conference, detention, 1-3 day in-school suspension, 1-2 Saturday School, 1-10 days out-of-school suspension.
- Subsequent Offenses: 1-10 days in-school suspension, 1-3 Saturday School, 1-180 days out-of-school suspension.

- **Inappropriate Sexual Conduct**
  Physical touching of another student in the area of the breasts, buttocks, or genitals.
  - First Offense: Principal/Student conference, parents contacted and detention, 1-10 days in-school suspension, 1 - 180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion, and documentation in student's discipline record.
  - Subsequent Offenses: Principal/Student conference, parents contacted and detention, 1 - 180 days out-of-school suspension with recommendation to the superintendent for long-term suspension or expulsion, and documentation in student's discipline record.

- **Indecent Exposure**
  includes display of breasts, buttocks, and genitals in a public location.
  - First Offense: 1-180 days out of school suspension with possible recommendation to the superintendent for long-term suspension or expulsion.
  - Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to the superintendent for long-term suspension or expulsion.

- **Theft**
  Nonconsensual taking or attempt to take the property of another.
  - First Offense: Return of or restitution for property. Principal/Student conference, detention, 1-3 days in-school suspension or 1-10 days out of school suspension.
  - Subsequent Offenses: Return of or restitution for property. Detention, 1-5 days in-school suspension or 1-180 days out of school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Authorities will be notified.

- **Tobacco**
  Possession or use of tobacco or tobacco products
  - First Offense: Confiscation, Principal/Parent/Student conference and detention, 1-5 days in-school suspension, or 1-5 days out-of-school suspension.
  - Subsequent Offenses: Confiscation, Principal/Parent/Student conference and 1-10 days in-school suspension, or 1-10 days out-of-school suspension, notification of authorities.

- **Truancy**
  Absent or tardy from class or classes without authorization.
  - First Offense: Principal/Student conference and detention, 1- 3 days in-school suspension or 1-2 Saturday School.
  - Subsequent Offenses: 1-10 days in-school suspension or 1-10 days out-of-school suspension.

- **Vandalism**
  Intentional damage or attempt to damage property belonging to the staff, students or the District.
    - First Offense: Principal/Student conference, parent notified, and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Restitution if appropriate.
    - Subsequent Offenses: Principal/Parent/Student conference, parent notified, and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion. Restitution if appropriate. Authorities are notified.

- **False Alarms**
  Tampering with emergency equipment, setting off false alarms, making false reports.
    - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension, or 1 - 180 days out-of-school suspension with possible referral to superintendent for long term suspension.
    - Subsequent Offenses: Principal/Student conference and 1-10 days in-school suspension, or 1-180 days out-of-school suspension with referral to superintendent for long term suspension or expulsion.

- **Gangs**
  Gang activities, whether verbal, written or symbolic, which disrupts the educational environment.
    - First Offense: Principal/Student conference and detention, 1-10 days in-school suspension or 1 -10 days out-of-school suspension.
    - Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.

- **Violation against Public Decency and Good Order**
    - First Offense: Principal/student conference, detention, 1-5 day in-school suspension, 1-10 days out of school suspension.
    - Subsequent Offenses: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.

- **Prohibited Items**
  Laser pens, and other such devices are not allowed at school or on school buses. If there is a specific project where one of these items is needed, prior approval must be obtained from the principal.

- **Sexual Misconduct**
  The offenses of child molestation in the 1st degree, deviant sexual assault, sexual misconduct involving a child, and sexual assault will result in the automatic expulsion from school. This school policy is in effect for school playgrounds, parking lots, school buses and at school activities, whether on or off school property.
    - First Offense: 1-180 days out-of-school suspension with referral to superintendent for long-term suspension or expulsion.

- **Bus Misconduct**
  Any offense committed by a student on a district-owned or contracted bus shall be punished in the manner as if the offense had been committed at the student's assigned school. In addition, bus-riding privileges may be suspended or revoked.
    - First Offense: Verbal warning, assigned seat, 1-3 days in-school suspension, or 1-5 days suspension from bus transportation.
    - Subsequent Offenses: Assigned seat, 1-5 days in-school suspension or 1-10 days suspension from bus transportation or permanent bus suspension.

- **Classroom Tardies**
  A tardy will be documented when a student arrives late to class without permission. This policy is designed for use each nine (9) week grading period.
    - First Offense: warning from the teacher.
    - Subsequent Offenses: warning, parent contacted, detention, 1-2 Saturday School, 1-3 days in-school suspension, or 1 day out-of-school suspension.

- **Dishonesty**
  Signing parents or other names to notes; academic dishonesty/plagiarism/cheating; or failure to tell the truth. Students will receive a grade of "0" for academic dishonesty/plagiarism/cheating for the assignment and also the following consequences.
    - First Offense: Principal/Student conference, detention, 1-3 days in-school suspension or 1-2 Saturday School.
    - Subsequent Offenses: Detention, 1-3 Saturday School, 1-10 days in-school suspension, or 1-180 days out-of-school suspension.

- **Dress Code**
  Clothing or accessory items which may disrupt the educational environment; i.e. items which depict alcohol, tobacco, illegal substances, offensive and/or obscene pictures or words.
    - First Offense: Principal/student conference and student will change to proper attire.
    - Subsequent Offenses: Detention, 1-10 days in-school suspension, 1-2 Saturday School or 1-10 days out-of-school suspension.

- **Board of Education Policy 2621 Cell Phones - Display and Usage**
  Students may not display or use cell phones or other “electronic personal communication devices” (“devices”) (as defined below) from the beginning of the school day (the first bell) through the end of the school day (the last bell), including, but not limited to, during instructional time, meal times, breaks, time between classes, and study halls. Students must keep all devices powered off and stored in a lock box or designated areas determined by the administration.

  Exceptions will be allowed when the display and use of the device is necessary for compliance with the following:

A. A student's individualized education program, or IEP developed pursuant to the IDEA, 20 U.S.C. Section 1401;
B. A student's 504 Plan, created pursuant to the Rehabilitation Act of 1973, 29 U.S.C. Section 794;
C. A student's individualized emergency health care plan or an individualized health care plan established under Section 167.625 RSMO;
D. The Americans with Disabilities Act, 42 U.S.C. Section 12101;
E. The Rehabilitation Act of 1973, 29 U.S.C. Section 794;
F. The Civil Rights Act of 1964, 42 U.S.C. Section 2000e;
G. The Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1701 regarding English language learners, as defined in 29 U.S.C., Section 3102;
H. In the case of an "emergency", defined as a serious, unexpected, and dangerous situation that requires immediate action, including, but no limited to the following:
    a. An active fire;
    b. An active tornado or earthquake;
    c. An active shooter;
    d. An evacuation of school grounds; or
    e. A medical emergency.
I. When directed to use such device for an educational purpose.

"Electronic personal communication devices" are defined as any portable device that is used to initiate, receive, store, or view communication, information, images, or data electronically, and includes, but is not limited to, cell phones, tablets, smartwatches, iPods, MP3 players and beepers).

Students who violate this policy will be subject to discipline in accordance with the Student Code of Conduct, and Board Policies and Regulations 2600 and 2610. Consequences for violation of this policy are set forth in the Student Code of Conduct and Board Policy/Regulation 2610.

Further, school officials are authorized to confiscate a device if the official determines that a student has disrupted the learning environment through the use or display of a device, has displayed or used a device during unauthorized times, or has used or displayed a device without permission. Confiscated devices will be returned, at the school official's discretion, to the student's parent or guardian at the end of the school day or as soon as practicable as determined by a school official. However, school officials are authorized to provide the confiscated device to law enforcement officials, if authorized pursuant to law, or to otherwise retain the device, if authorized by law. Confiscated devices are subject to search pursuant to Board policy. The school is not responsible for lost or stole cell phones or other electronic personal communication devices.

- **Cell Phone**
    - First offense: Phone is confiscated, principal/student conference and 1-2 days of In School Suspension. Parents must pick up the phone from the office.
    - Second offense: Phone is confiscated, principal/student conference and 2-3 days of In School Suspension. Parents must pick up the phone from the office.
    - Third offense: Phone is confiscated, principal/student conference, and 3-5 days of In School suspension. Parents must pick up the phone from the office.
      **Phone is placed in the office each morning from the date of the 3rd infraction. Students who do not place their phones in the office and are to be found with them will serve 1-3 days of Out of School Suspension for each infraction.*

- **Hazing**
    - First Offense: 1-10 days in-school suspension or 1-180 days out-of-school suspension with possible recommendation to superintendent for long-term suspension or expulsion.
    - Subsequent Offenses: 1-180 days out-of-school suspension with recommendation to superintendent for long-term suspension or expulsion.

- **Technology Misconduct**
  Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device; gaining access to sites that are prohibited by District's firewall (such as pornographic sites).
    - First Offense: Restitution if appropriate. Principal/student conference, loss of internet user privileges for up to two (2) weeks and detention, 1-5 days in-school suspension or 1-10 days out-of-school suspension.
    - Subsequent Offenses: Restitution if appropriate. Principal/student conference, loss of internet user privileges for up to remainder of the school year and detention, 1-10 days in-school suspension, or 1-180 days out-of-school suspension.

Legal Compliance

P 2672 Discipline of 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.

R 2672 Discipline of Students with Disabilities

Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year

A student with a disability who violates the District's discipline policy who has not been removed from the current educational placement for more than ten (10) cumulative days for the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

A student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term exclusions totaling more than ten (10) cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change of placement, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of exclusion that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a change of placement, the IEP team and other qualified personnel

will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was not a manifestation of the student's disability, disciplinary rules will be applied to the student in the same manner they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

Long-Term Changes in Placement (Drugs, Weapons, and Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability is involved in a disciplinary action involving:

Possession of a weapon at school or at a school function; or

Possession or use of illegal drugs or sale or solicitation for sale of a controlled substance while at school or at a school function; or

A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended an its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of exclusion as currently defined by the IDEA, the District will, within 10 school days of the date of the decision to change the student's placement through a disciplinary removal, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of exclusion is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. 812 (c).

P 1301 Prohibition Against Sexual Harassment and Retaliation under Title IX
Sexual harassment as protected by law is prohibited in this District. The District also prohibits retaliation against a person who files a complaint of sexual harassment or who participates in an investigation of allegations of sexual harassment under this Regulation.

This Policy governs the District's compliance with Title IX of the Education Amendments of 1972. The following person is designated and authorized as the District's Title IX Coordinator, with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the District:

Dr. Myra Siebert
Assistant Superintendent
(573) 885-2534

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 by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

Missouri Safe Schools Act

P 2620 Firearms and Weapons in School
The District recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The District will not tolerate the presence of firearms or weapons on the premises of our schools. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on

or off school property. The District complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit the District from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Superintendent may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

R 2620 Firearms and Weapons in School

Definition of Firearm

The term firearm includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
1. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
1. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
1. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term weapon shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun

14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
1. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
1. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Students with Disabilities

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

P 2150 Searches by School Personnel

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult

witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

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.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

Bullying, Harassment, and Discrimination

The Crawford County R-II School District is committed to providing a learning environment that is free from bullying, harassment, and discrimination. All students have the right to feel safe, respected, and included at school. The district prohibits all forms of bullying, harassment, and discrimination on the basis of race, color, religion, sex, national origin, ancestry, disability, or any other status protected by law.

Definitions and Examples (Policy 2655)

- **Bullying** is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated, and causes a reasonable student to fear for their physical safety or property, substantially interferes with educational performance, or disrupts the orderly operation of the school. Bullying may occur through physical actions, spoken words, written notes, gestures, or electronic communication.
- **Harassment** includes verbal, written, graphic, or physical conduct that targets a person based on a protected characteristic and creates a hostile educational environment.
- **Discrimination** involves treating someone unfavorably or denying them access to opportunities based on a protected status.

Examples include, but are not limited to:

- Physical aggression, threats, or intimidation

- Name-calling, slurs, or insults based on race, gender, or disability
- Social exclusion or spreading rumors
- Sexual jokes, gestures, or unwelcome advances
- Offensive images or symbols

Cyberbullying

Cyberbullying involves the use of electronic communication to bully or harass a student or staff member. This includes text messages, social media posts, emails, or any digital communication that causes harm, threatens safety, or disrupts the learning environment—**even if the behavior occurs off-campus.**

Reporting Procedures

Any student, parent, or staff member who witnesses or experiences bullying, harassment, or discrimination is encouraged to report the incident immediately. Reports may be made:

- Verbally to a teacher, counselor, or administrator
- In writing using a school-provided email or using the Bullying Report Form
- Through the **Courage2Report Missouri** system at www.courage2reportmo.com or by calling **1-866-748-7047** ***(Courage2Report*** *is a state-level anonymous reporting system available 24/7 that allows students and community members to report threats to school safety, bullying, violence, or concerning behavior.)*

All reports will be taken seriously and handled promptly.

Investigation and Response Process

- The building principal or designee will initiate an investigation upon receiving a report.
- The investigation may include interviews, review of evidence, and consultation with relevant staff.
- Based on findings, appropriate disciplinary and/or supportive actions will be taken in accordance with Policy 2655.
- Parents/guardians of involved students will be notified, and documentation will be kept on file.
- If the behavior violates law or policy, law enforcement may be contacted.

Title IX Procedures (Policy 2130)

Sex-based discrimination and harassment, including sexual harassment, are addressed under Title IX. Formal complaints under Title IX will follow the procedures outlined in Board Policy 2130 and its accompanying regulations. This includes:

- The right to a formal investigation
- The opportunity for both parties to present evidence

- Written notice of findings and the right to appeal

The district's Title IX Coordinator is:
Dr. Myra Siebert
Assistant Superintendent
Crawford County R-II School District
(573) 885-2534

Protection Against Retaliation

The district strictly prohibits retaliation against anyone who, in good faith, reports bullying, harassment, or discrimination or participates in an investigation. Any acts of retaliation will result in disciplinary action in accordance with Board policy.

Student Support Team

The Crawford County R-II School District is committed to supporting the academic success, well-being, and safety of all students. Our Student Support Team works collaboratively to provide proactive services, early intervention, and crisis response when needed.

School Counselors

Each building in the district has a certified school counselor who provides support in the areas of academic planning, social development, and emotional health. Counselors offer individual and small group counseling, coordinate 504 and intervention services, assist with college and career planning, and serve as a key resource for students experiencing challenges at school or home.

Elementary Counselor: Mrs. Casey Bladdick
Middle School Counselor: Mrs. Kenzie Clark
High School Counselor: Mrs. Tonya Hulbert
High School College/Career Advisor: Mrs. Suzanne Bouse

School-Based Social Worker (SBSW)

Our school-based social worker provides district-wide support to address barriers to student learning and connect families with community resources. The SBSW works with students facing housing insecurity, mental health concerns, attendance challenges, or other personal and family hardships. In addition to these responsibilities, the SBSW also serves as the district’s Homeless and Foster Care Liaison, ensuring compliance with federal and state regulations and supporting students in transition with enrollment, transportation, and access to needed services. This role supports both prevention and intervention through collaboration with staff, families, and outside agencies.

School Based Social Worker: Mrs. Melanie Weber

School Nurses

School nurses play a vital role in maintaining a healthy learning environment. They provide daily care for student health needs, manage chronic conditions, respond to medical emergencies, and ensure compliance with immunization and health screening requirements. Nurses also support health education and collaborate with families and staff to address physical or medical concerns that may impact a student's ability to learn.

Elementary Nurse: Ms. Hailey Grayson
Middle School Nurse: Mrs. Niki Hulsey
High School Nurse: Ms. Ashley Burton

School Resource Officers (SROs)

The district partners with local law enforcement to provide trained School Resource Officers who serve as a visible safety presence in our schools. SROs help educate students on safety topics, build positive relationships, and assist in crisis response and investigations when needed. While SROs may be involved in disciplinary incidents that violate the law, their primary role is to promote school safety and student trust through prevention and engagement.

Elementary SRO: Corporal John Warner
Middle School SRO: Sergeant Kevin Ziegler
High School SRO: Officer Jay Coleman

See Something, Say Something

Students and parents are encouraged to report any behavior, statement, or situation that may pose a threat to themselves or others. Prompt reporting allows school staff and SROs to act quickly to maintain a safe and secure environment for everyone.

Contact Us

The Crawford County R-II School District is committed to providing a safe, respectful, and supportive learning environment for all students. This handbook is designed to guide behavior expectations, outline student support systems, and ensure consistency across our schools. We believe that strong partnerships between students, families, and staff are essential to student success.

By working together, we can help every student grow academically, develop strong character, and become a responsible member of our school community.

If you have any questions about the information in this handbook or need additional support, please contact your building principal or the district office.

Crawford County R-II School District
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Cuba, MO 65453
(573) 885-2534