

Waynesville Career Center

2026-2027 Student Handbook



(573) 842-2500
400 GW Lane
Waynesville, MO 65583
waynesville.k12.mo.us



Waynesville Career Center

Waynesville R-VI School District Core Values:

- Student learning needs are the priority of our school district.
- Through equity and inclusion, our district enhances the educational opportunities for our diverse community.
- As a school district and community, we commit to high expectations and continuous learning to improve the educational experience for our students.

District Vision: Excel as a student-centered community of learners that embraces diversity, collaboration, and innovation.

District Mission: Prepare and empower individual lifelong learners for opportunities as citizens and leaders.

Collective Commitments:

The following actions will be taken to accomplish the vision and mission of the Waynesville R-VI School District.

- Our decisions will be focused on the best interests of the students.
- Staff members will act with integrity, while respecting, understanding, and appreciating diversity.
- We will provide opportunities for students to grow as leaders.
- Through professional collaboration, we will implement innovative instructional strategies and assess their effectiveness with continuous evaluation.
- We will collaborate, communicate, and engage with our stakeholders.
- We will prepare students to be college and career ready (PK-12) through rigorous coursework and relevant learning experiences that foster critical thinking.

Waynesville Career Center Vision Statement

Waynesville Career Center is committed to developing a diverse and skilled workforce of lifelong learners.

Waynesville Career Center Mission Statement

Waynesville Career Center provides a relevant learning environment using critical thinking, technology, and career skills to prepare students for success.

***Accredited by AdvanceEd
Accredited by the Missouri Department of Elementary and Secondary Education with
Distinction in Performance***

***Waynesville Career Center is accredited by the Commission of the Council on
Occupational Education.***



***Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325,
Atlanta, GA 30350, Telephone: 770-396-3898/FAX:770-396-3790, www.council.org***

The Waynesville R-VI School District welcomes you and your child to our district, which serves the Fort Leonard Wood, St. Robert and Waynesville communities. This handbook outlines the policies and procedures for the successful, daily operation of the Waynesville Career Center. Our goal is to provide the best educational experiences possible for every student. Together, we can make this a successful school year for your child.

Note: The administration is responsible for the operation of the entire school. Decisions may sometimes deviate from the published procedures because of unusual or extenuating circumstances.

Building Administration Directory

Director's Office	842-2500
Adult & Community Education	Ext. 2514
WCC Service Specialist	Ext. 2527
PN Program	Ext. 2515
Cosmetology Office.....	Ext. 3913
Appointments	Ext. 3924

District Administration Directory

Superintendent	
Mrs. Hilary Bales	573-842-2097
Asst. Superintendent (<i>Personnel Services</i>)	
Dr. Jamie Goforth	573-842-2094
Asst. Superintendent (<i>Operations</i>)	
Mr. Aaron Harrison	573-842-2069
Executive Director of Secondary Education	
Mrs. Courtney Long	573-842-2050
Executive Director of Elementary Education	
Mr. Mike Henson	573-842-2050
Director of Student Services	
Dr. Elizabeth Washington	573-842-2092
Director of Building & Grounds	
Mr. Kevin Pritchard	573-842-2099
Director of Transportation	
Mr. Aaron Tronstad	573-842-2199
District Process Coordinator	
Mrs. Shauna Smith	573-842-2007

**Secondary Student Schedule
(Attendance Hours)**

Monday, Tuesday, Thursday, Friday 7:30 am- 2:35 pm

**Wednesdays (30 minute delayed start for teacher collaboration)
8:00 am- 2:35 pm**

**Early Release Days
7:30 am- noon**

**Office Hours
7:00 am- 3:30 pm**

**Teacher Hours
7:00 am- 2:45 pm**

STUDENT IDENTIFICATION

NAME: _____

GRADE: _____

PROGRAM: _____

Welcome to Waynesville Career Center! We are pleased to have you as a student and to assist you in finding your career path. Waynesville Career Center strives for excellence in education through its attitude toward scholastic achievement, skill performance, student appearance, and respect for others. We know that no one can give another person an education, but the teachers and staff at Waynesville Career Center will provide the opportunity for each student to achieve his or her highest potential. There are always people here to help and assist you in any way. Together we will have a great school year!

*Sam Callis
Waynesville Career Center Director*

Disclaimer

The administration is responsible for the operations of the entire school program. The decisions may sometimes vary from the normally prescribed disciplinary action because of unusual or extenuating circumstances, which means the principal and/or his or her assistant principal(s) may recommend long-term suspension and/or expulsion in some instances. Appeals and due process for suspensions exceeding ten

(10) days or expulsions will be afforded to all students and parents/guardians according to Waynesville R-VI School Board policy JGD.

The following Missouri State Board Association (MSBA) policies have been adopted by the Waynesville R-VI School District; JED-R1, JED-R2, JG-R1, JG-R2, JG-R3, JGD, JFCH, JHCD, JFCA, JFCA-AP.

The Waynesville R-VI School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. The Waynesville R-VI School District is an equal opportunity employer.

The Board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a) Make complaints of prohibited discrimination or harassment.
 - b) Report prohibited discrimination or harassment.
 - c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning prohibited discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy.

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law. In accordance with this policy and as allowed by law, the district will investigate and address discrimination, harassment and retaliation that negatively impact the school environment, including instances that occur off district property or are unrelated to the district's activities.

SECTION I -CAREER & TECHNICAL EDUCATION

Occupational Education (Board Policy IGAD)

Career Education - The Board recognizes that career education is a developmental process designed to help students prepare for life roles in the family, the community, occupations and avocations. The Board also recognizes that the development of career education enables students of all ages to examine attitudes, interests, aptitudes and abilities in order to relate them to career opportunities, and to make valid decisions regarding further education and future endeavors.

Therefore, the Board will provide career education for students at all levels of instruction. Career education in the elementary schools shall consist of career awareness and the exploration of career opportunities in various fields. At the secondary level, it will incorporate career exploration, career guidance, and vocational training opportunities, with the latter designed to equip students to enter post-secondary training for occupational areas, and/or enter specific occupations directly out of high school. Each training program is designed to provide a basic knowledge of skills required for an occupation or field of work. Upon completion, the student should be prepared for successful employment in that occupation.

General Philosophy

The Philosophy of the Waynesville Schools emphasizes the importance of assisting youth in the choice of and preparation for a vocation in a free enterprise system in which the economy provides for opportunity, dignity, and identity for all members of the society. According to the Department of Labor, eight out of ten jobs in America do not require a four-year college degree.

SECTION II: GENERAL INFORMATION

Bell Schedule

WCC Daily Block Schedule		M, T, TH, F Hourly Schedule		Wednesday Hourly Schedule		Delayed Start Hourly Schedule	
		1 st Hour	7:30-8:14	1 st Hour	8:00-8:42	1 st Hour	9:30-10:01
2 nd – 4 th Hour	8:45-11:15	2 nd Hour	8:25-9:06	2 nd Hour	8:53-9:32	2 nd Hour	10:12-10:38
		3 rd Hour	9:17-9:58	3 rd Hour	9:43-10:22	3 rd Hour	10:49-11:15
Lunch	11:15-11:40	Tiger Time	10:06-10:36	Tiger Time	10:30-11:00	4 th Hour	11:25-12:20
SHS 5 th -7 th Hour	12:00-2:32	4 th Hour	10:44-11:32	4 th Hour	11:08-11:41	Lunch	12:23-12:43
WHS 5 th -7 th M,T,TH, F	12:06-2:32	Lunch	11:35-11:58	Lunch	11:44-12:08		
WHS 5 th -7 th Wed	12:04-2:32	5 th Hour	12:06-12:47	5 th Hour	12:15-12:54	5 th Hour	12:51-1:17
Delayed Start 2 nd -4 th	9:30-11:15	6 th Hour	12:58-1:39	6 th Hour	1:05-1:44	6 th Hour	1:28-1:54
Delayed Start 5 th -7 th	12:51-2:32	7 th Hour	1:50-2:32	7 th Hour	1:55-2:32	7 th Hour	2:05-2:32

Enrollment Information

The Waynesville Career Center is a part of the Waynesville R-VI School District. Students from Crocker, Dixon, Iberia, Laquey, Newburg, Plato, Richland, Stoutland, and Waynesville may enroll in the following programs:

Advertising Design
Agriculture
Auto Collision Technology
Automotive Service Technology
Business Education
Commercial Printing
Computer Information Technology
Computer Hardware & Networking
Construction Technology
Cosmetology (must start program as a junior)
Culinary Arts
Heating/Ventilation/Air Conditioning
Health Science (12th grade only)
JROTC
Light Duty Diesel
Marketing
Masonry
Pathways to Teaching
Video Production
Welding & Manufacturing

To enroll in a WCC Program, secondary students should visit their school counselor and complete the enrollment application. The tuition for sending secondary school students is set each year as approved by the Waynesville Board of Education. The Area sending school pays the tuition for its secondary students who attend Waynesville Career Center. **Home school students must enroll through their residential district.**

English 4

English 4 content aligns to the Missouri Learning Standards, Show-Me-Standards, Grade Level Expectations (GLE's) and Curriculum Frameworks. The program will provide students the opportunity to complete a rigorous academic core English 4 class with a certified English teacher while being enrolled in a high quality career preparation class at WCC. All students are enrolled in this course along with their technical program.

Math 4

Math 4 content aligns to the Missouri Learning Standards, Show-Me-Standards, Grade Level Expectations (GLE's) and Curriculum Frameworks. The program will provide students the opportunity to complete a rigorous academic core Math 4 class with a certified Math teacher while being enrolled in a high quality career preparation class at WCC. All students are enrolled in this course along with their technical program.

For more information on either the English 4 or Math 4 courses, students should contact their high school counselor or the counselor at WCC.

SIS / Canvas Access

At the beginning of the school year, students and parents will be assigned SIS/Canvas access password and ID's, with directions on how to login. You may request these from the WCC Office at any time during the school year. Students/parents have access to grades and attendance through these applications and parents can receive E-mail notifications if requested.

SECTION III: BUILDING POLICIES AND PROCEDURES

Regulation JED-R2: Student Absences and Excuses (*Grades 9-12*)

A student shall be allowed no more than five absences per semester. Except in certain situations with foster care children in accordance with law, on the sixth absence in any class, credit will be denied pending conclusion of the appeals process.

The student will be allowed to remain in the class to establish continuity for the next semester, providing the student does not become disruptive. The student will begin the "appeal process" at the end of the semester that credit may be denied. The official attendance record will be kept in the attendance office.

Attendance at Activities

When a student is absent more than one hour in a day they will not be allowed to attend an extracurricular activity. If a student is absent on the day before a weekend event they will not be allowed to attend the activity. If a student is absent for any part of a day they will not be allowed to participate in any extracurricular activity. The student will not be eligible to participate on any subsequent date until the student attends a full day of classes.

Attendance Procedures

Regular attendance is imperative for students to receive the full benefit of the educational program.

Parents need to call the school when their child is absent (573-842-2500). If no call is received by the school, it will automatically be an unexcused absence. A student shall be allowed no more than five absences per semester. Except in certain situations with foster care children in accordance with law, on the sixth absence in any class, credit may be denied pending conclusion of the appeals process. The student will be allowed to remain in the class to establish continuity for the next semester, providing the student does not become disruptive. The student will begin the "appeal process" at the end of the semester that credit may be denied. The official attendance record will be kept in the attendance office.

1. Missouri law requires school attendance. It is the expectation that students will maintain a high rate of attendance (90% or higher) each school year. The responsibility for appropriate attendance lies with the student and parent or guardian.
2. **Coaches/Sponsors will determine if a student with an F in a class participates in a school sponsored event. Students must be in attendance the day of the event to participate unless they have prior approval from the administration.**

3. It is an expectation of the staff that students who miss class make up all of their work. Students who are going on a planned/scheduled trip should meet with their teachers before such trip and have their work completed before the trip or immediately upon returning from the trip. ALL work not completed will be scored as a zero until it is completed.
4. A family vacation during the school year will require advance assignments, completion of those assignments during vacation time, and the turning in of those assignments upon the student's first day in attendance after the vacation. At least three (3) days' notice must be received by the administration prior to the vacation so that teachers can be notified and assignments can be prepared.
5. High school seniors may visit colleges, Tech schools, and take the armed forces exams. Students must prearrange the visit with the high school administration. Students must bring written confirmation from the college admission/armed forces office. According to the Department of Elementary and Secondary Education these activities, unless deemed a school trip and with a school sponsor, must be counted as an absence.
6. Students on an arranged part-time attendance such as the school-to-work program must maintain regular attendance in accordance with the attendance policy. Students missing six or more days from any regular classes, in a semester, will be removed from their part-time attendance status.
7. Any student that misses ten (10) consecutive days of school without any contact will be dropped from enrollment. Parents or guardians may appeal in writing to the respective principal. Following that procedure, if there is still disagreement, appeal may be made to the Director of Student Services.
8. Students will not be penalized when they miss school for an activity; however, they are to make up ALL work missed. If students do not make up the work in any class, they will not be permitted to attend future activities during school.

AMI (Alternative Methods of Instruction)

AMI days will be designated by the district when two or more inclement weather days in a row are called. Students who participate will be counted present for the day and students who do not participate will be marked absent. Students who do not have internet will have an opportunity to complete and turn in paper-based AMI day assignments in order to be considered present. Students are responsible for completing all work assigned to them on AMI days.

Absentee Procedures - Parents/guardians should call to report the absence between 7:00 and 11:00 am on the morning of the absence if possible. All students who leave and/or return during the school day must check in and out through the office. Students must have a permit to leave school prior to leaving the building. When a student returns to school after being absent they should check in at the office for a Permit to Class. If you have a note or doctor's excuse, these will be put in your file.

Entering School Late - Students entering school late must check in at the Office. Students will be issued a Permit to Class. Medical or Appointment slips will be marked as such in SIS. All others will be counted as Tardy. Any student arriving 20 minutes after class begins will be marked absent for the entire hour. Students in a 3-hour block who miss more than 1 hour of class will be counted as absent for the entire block.

Verifying Students for Appointments - The school is responsible for students as soon as they arrive on the property. All students must be accounted for at all times. Students are required to check out and into the office when leaving the grounds, parking lot, or returning to school. No student will be allowed to leave the building without consent from a parent or guardian, preferably in writing. Students with permission are required to go through the checkout procedure. Students who leave for an appointment are still required to bring back dated proof of the appointment in writing. It would be in the best interest of the student if all appointments were conducted after school hours.

As stated previously, it is the legal responsibility of parents to make sure that their student(s) are at school. The school cannot condone nor excuse any absence that, for any length of time, takes away from the educational opportunity that is provided to each student. Any student who does not check out, leaves without permission, or is not accounted for in the building will be truant and subject to disciplinary action.

In order to leave school, you must:

1. Present a note written by your parents or parents call the office stating when and why the student must leave.
2. ONLY THE SECRETARY OR DIRECTOR can give you permission to leave. Ill students must be released by the nurse.
3. Leaving school without permission will result in disciplinary action for truancy/leaving campus without authorization.

Checking Out of School - Students are not to leave the school grounds without permission from the office. Students who become ill or are in need of first aid should report to the nurse's office. The nurse will then contact the parent/guardian for check-out permission. Under no circumstances should students leave school without properly checking out. Those disregarding this rule will be subject to disciplinary action under the provisions for truancy offenders.

Drug Dogs

Periodically, drug dogs will be present and used at district facilities.

Identification Cards

To maintain a safe environment WCC will require all students to carry ID cards. Students will be required to carry a current student issued ID card at all times at school and school sponsored events. IDs may be required upon entry to the school. This includes the bus ride to and from school. Replacement IDs are required if the ID is lost or mutilated. Mutilation is defined as, but not limited to, placing stickers and/or graffiti on any portion of the ID, or alteration of the ID. The replacement cost is \$2.00. Failure to be in possession of your school

ID will result in disciplinary actions. Students may NOT go to their cars to retrieve ID's once school is in session without permission.

Electronic Devices - Personal Electronic Devices are not permitted from the beginning of the school day until the end of the school day.

Subject to Search-Students, parents, and visitors are subject to electronic scanning and search while on school property or at a school-sponsored event. **All lockers, desks, and other storage areas provided for student use on school premises remain the property of the school and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to approved school policy.** Searches may include drug detection dogs and aerosol sprays. The student must open the locker when requested by school personnel. Cars may be searched when the administration has reasonable cause to search for items not allowed on school property including but not limited to drugs, alcohol, weapons, or firearms. "Plain sight" searches of the parking lot will be made periodically. The principal may search the person of a student during a school activity if the principal has reasonable cause for a search of that student. Searches of the person of a student shall be limited to board approved policy.

Student Lockers

Lockers are provided in some classrooms. The lockers are for securing clothing, books, tools and other school materials. Students are not to attach any pictures, cutouts etc. in such a manner that they can't be easily removed. Writing of any kind in or on the lockers is not allowed. Cooperation is extremely important in helping to keep lockers in a like-new condition. Graffiti or mechanical problems should be reported to the office immediately. Locks are provided for student use. There will be a charge for replacement of a lost lock. Students are to report the loss of a lock to the office immediately. School officials may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search, a student shall be notified and given an opportunity to be present at the search. If, however, school authorities have reasonable suspicion that the locker contains materials that pose a threat to the health, welfare, and safety of students in the school or the school environment, a student's locker may be searched without prior notification.

Surveillance Cameras

The district utilizes surveillance equipment on district property and in district facilities for security purposes.

Telephone Usage

Phones for student use are located in the main office. This phone is available to students prior to 7:25 in the morning, during lunch and after 2:35, in the afternoon. Phone calls should be limited to 3 minutes or less. **Students will not be called out of class for phone calls. Secretaries will take emergency messages only.** Items that are confiscated must be picked-up by a **parent or guardian** after the school day is over. Refusal to comply will be treated as insubordination. WCC is not responsible for lost or stolen phones. Nuisance items may not be picked up by parents/guardians until 2:35 p.m. of the day the item was confiscated.

Textbooks

Textbooks and or e-textbooks are furnished for students. Students are responsible for the books checked out to them. They will be held accountable for lost, damaged, or stolen books. Report cards will be withheld at the end of the year until all books are returned, replaced or paid for. Trade and Industrial students must pay the cost of materials used in

projects to retain ownership of the article constructed.

Tobacco-Free District

To promote the health and safety of all students and staff and to promote the cleanliness of district property, the district prohibits all employees, students and patrons from smoking or using tobacco products in all district facilities, on district transportation and on all district grounds at all times. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children, effective July 1, 2007. This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the district provides services. Students who possess or use tobacco products on district grounds, district transportation or at district activities will be disciplined in accordance with Board policy.

Tool & Equipment Policy

The Waynesville Career Center will strive to provide the latest and highest quality of tools and equipment for all its skill training programs. These are essential to prepare students to enter the careers of their choice. It is the responsibility of instructors at WCC to properly teach students the safe and proper operation of these tools and equipment. It will be the WCC policy that tools and equipment are for instructional and laboratory use only and will not be loaned or checked out for student use outside the classroom, laboratory or school activities.

Some programs require students to purchase specific tools for classroom/lab use. These are the student's responsibility and should be properly secured at the end of each class period.

SECTION IV: GUIDANCE & COUNSELING

Guidance Office Hours 7:00-2:45

Guidance Appointments

At times students may ask permission to go to the guidance office during class time. If the teacher feels that there is a necessity, he/she should give the student a pass to the guidance office. It may be necessary at times for counselors to request students from classes. A student should expect to hear a response from the counseling office within two school days of signing up to see them, unless an emergency is indicated. If they have not been contacted by the counselor by the end of that time period they should notify the director's office.

Guidance & Counseling Services

The Waynesville R-VI School District's comprehensive school counseling program provides important benefits to all students at all grade levels by addressing their social/emotional, academic and career development needs. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's education program. School counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

Waynesville Career Center offers an extensive guidance program. The program addresses

the needs of all students by helping them acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development. Additionally, the program is delivered through the following four components:

1. School Counseling Curriculum (Classroom lessons focused on social/emotional, academic and career development)
2. Individual Student Planning (Educational/career planning, educational transitioning, Individual Career and Academic Planning - ICAP)
3. Responsive Services (Individual counseling, small group counseling, crisis intervention, consultation, and referral.)
4. System Support (Professional development, community relations, consultation, committee work, and research. Management activities that support the comprehensive school counseling program.)

Academic Assistance

Academic Assistance is designed to help prevent failure by monitoring students' grades. This is done through written progress reports as needed. Students should feel free to contact their instructor if they are concerned about their grades. No student will receive a failing grade without parental contact through the director's office. Grade cards are issued every six weeks.

Articulation

Ozark Technical Community College of Springfield, Missouri and State Technical College of Linn, Missouri and WCC have arranged several articulation agreements between our institutions making it possible for students to earn college credits while enrolled in vocational programs. Students seeking more information should contact the WCC Guidance office.

Dual Credit

Dual credit is offered in several programs at WCC through OTC, University of Central Missouri, Missouri State-West Plains, and Drury. Interested students should check with their instructor or the guidance counselor for more information.

Awards Ceremony

Certificates, awards and scholarships are presented to students each year at WCC's Awards Assembly. Parents are encouraged to attend.

Awards and Recognitions

End of Year Awards

State of Missouri CTE Certificate

The Missouri State Board of Education along with the CTE Advisory Council have established minimum requirements for a Career and Technical Education (CTE) certificate that a student can earn in addition to his or her high school graduation diploma. These requirements are intended to provide students with the necessary technical and employability skills to be prepared for an entry-level career or additional training in a technical field. Students must meet all requirements in order to receive the CTE Certificate.

1. Meet all requirements set forth in state and local board of education policies related to earning a high school diploma.

2. Complete at least three courses in a single career and technical program of study. A course is defined as a series of lessons that equal one credit.
3. Maintain a minimum grade point average of 3.0 on a 4.0 point scale in the CTE area of concentration.
4. Pass an approved Technical Skill Assessment (TSA) and/or earn an approved Industry Recognized Credential or Certificate (IRC) aligned with the student's CTE area of concentration.
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with the student's CTE area of concentration. Work-based learning experiences may include Registered Apprenticeships, Cooperative Career Education programs, internships, clinical settings, job shadowing, etc., or other opportunities that provide students with real-time, authentic work experiences.
6. Maintain at least a 95% attendance record overall for grades 9-12.
7. Demonstrate attainment of employability skills/business skills. The requirement can be met in one of three ways:
 - a. Active participation in a Career and Technical Student Organization (CTSO).
 - b. Score proficient or advanced level on a district-developed or adopted employability skills/ethics assessment during the junior and or senior year; or
 - c. Three or more letters of recommendation from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of employability skill efficacy and is career ready.
8. Achieve a score at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, ACT WorkKeys, Accuplacer, or the Armed Services Vocational Aptitude Battery as determined in the most current MSIP performance standards.

Career Ready Diploma

- Must not be absent more than **10** days per year, **20** days for 2 year program
- No semester grade lower than a **B (80-89%) for 3 of 4 semesters (No F's)**
- Master a minimum of **80%** of core competencies
- Must be a program completer
- Receive recommendation from the instructor

Outstanding Senior Award – may be given to TWO students

- Receive no grade lower than a C- in any semester
- Must not be absent more than 17 days per year; 34 days for 2 year program
- Receive a recommendation from the instructor

Outstanding Junior Award – may be given to TWO students

- Earn no semester grade lower than a C-
- Must not be absent more than 17 days for the year
- Receive a recommendation from the instructor

National Technical Honor Society – Secondary and Post-Secondary

Qualification for Secondary Nomination:

- Student must have a cumulative high school G.P.A. of 3.0 or higher
- All career and technical semester grades must be a 87% or higher
- The student must be recommended by a technical instructor
- Student must be enrolled in a 3-hour block or will complete the 3 credits in one career & tech center program by the end of their senior year to qualify

- Membership in a career and technical student organization
- Student must have completed 7 semesters of high school

Qualifications for Post-Secondary Nomination:

- Complete a post-secondary program
- Semester grades must be a 87% or higher
- Must be recommended by instructor
- Membership in a career & technical student organization
- Other qualifications

Monthly Awards:

Student of the Month – Every month we may recognize up to 3 students.

Scholarships

A variety of scholarships with varying monies are awarded to eligible Waynesville Career Center seniors wishing to continue their education or training after graduation. Each of the scholarships have specific deadlines as well as other qualifications that must be met. Interested seniors should contact the WCC counseling office for specific details and application forms.

Grade Reports to Parent

Grades will be sent to area schools at the end of each six week grading period. The grades of students dropping before the end of the grading period will be listed on the official transfer form. Verification of grades from previous schools is necessary before credit can be awarded to students who transfer into a WCC program.

Grades are recorded by use of the following scale:

A -- Excellent	90-100%
B -- Above Average	80-89%
C -- Average	70-79%
D -- Below Average	60-69%
F -- Failure (No Credit)	Below 60%

Grading Guidelines

- 1) Grading will utilize a 50/40/10 scale
50% Performance and Written Assessments
40% Projects / Activities / Assignments
10% Career Readiness Skills

Percentage	Title	Standards-Based Assignments May Include
50	Summative - Performance/Written	Tests, Projects, Lab Reports, Essays
40	Formative - Projects/Activities/Assignments	Quizzes, Exit Tickets, Classwork/Homework, Checks for Understanding, and Group Work
10	Career Ready	Employability Skills

- 2) At a minimum, each course syllabus will contain the following grade-related information:
 - A. Areas for which grades from that course will be determined. Particular course/grading policies that could potentially affect a student's grade (ex. Mastery learning expectations). Any weighted grades for the course (ex. TSA/IRC exams count as 10% of the course grade).
 - B. Late work policy for the course.
- 3) Individual achievement of stated learning goals shall be the only basis for grades.
 - A. Each assignment will be linked to a stated learning target entered in the assignment description in SIS/Canvas.
 - B. Effort, participation, attitude and other behaviors shall not be included in grades unless they are a stated part of a learning goal and scored via a rubric shared with the student. Grades given for work completed in shops may be based on participation.
- 4) Teachers shall discuss assessment and assignments with students at the beginning of instruction. An overview of each assignment will be available to parents/students to include evaluation and grading standards.
- 5) Teachers shall provide proper feedback and record evidence of student achievement on an ongoing basis. Once assigned/given an assignment or assessment, it will be entered in SIS/Canvas. A reasonable date of return to students will be available to parents/students.
- 6) Formative Work (Projects/Activities/Assignments)
 - A. Formative work is academic practice that is graded and should receive purposeful feedback.
 - B. Formative assignments will be accepted for full credit until the date of the summative exam.
- 7) Absences shall be handled according to district policy. Please see the section related to absences.
- 8) Failing Grades
 - A. Teachers will make every attempt possible to notify parents that a student will not be receiving credit for the course prior to the end of the semester.
 - B. Students not reaching mastery expectations and/or incomplete assignments will be referred to the school intervention program and building procedures will be followed.
 - C. Grade reports for all courses will be available every six weeks.
 - D. Students failing a course may not be eligible to participate in extra-curricular activities. (Teacher discretion based on individual student).
- 9) Final Examinations – Final examinations are to be administered in all high school classes to every student regardless of his/her grade at the close of each semester.

Internship Program

Note: The internship program is available only to students in the final year of their program who apply. All forms can be obtained from the Guidance Counselor.

Goals

1. To prepare WCC Students for the world of work through the development of marketable skills.
2. To provide WCC students with the opportunity to be employed in a position related to the field in which they are being trained at Waynesville Career Center.

3. To provide WCC students the opportunity to transition from school to the labor force.

Who is Eligible?

WCC students will be able to intern only after having met established selection criteria including but not limited to the following:

1. Employed at least 15 hours per week in a job related to WCC training.
2. Be recommended by their instructor at WCC.
3. Be in good standing at WCC
 - Master 90% of the WCC Core Competencies
 - Meet 90% attendance requirements at WCC or approval of the Director
 - Earn at least a "C" each quarter at WCC
4. Meet local, state and federal minimum age requirements for the job.
5. Include parent/guardian in the decision to participate in the program.
6. Provide transportation to the job site and verify insurance coverage for vehicle.
7. Meet with WCC staff every three weeks to complete an evaluation form.
8. Report to WCC staff immediately if any part of the internship contract changes.
9. Participate in end-of-year activities at WCC, including Skills USA Contests, Resume' development, and annual awards assembly.

Credit

The student will receive the same credit as if she/he were attending vocational classes. Students are required to work one hour for each hour of time they miss class for internship. WCC students in a three-hour block must work fifteen hours per week.

Job Placement

The WCC student intern must work for an approved employer. **The job must be related to the same area of training in which the student is enrolled at WCC.** The employer may be a relative of the student if Workman's Compensation or similar liability/health insurance is in place and if the student does receive an actual paycheck. A written training agreement must be approved and signed by the student, employer, school administrator, parent/guardian, vocational instructor and the WCC Director. The student is required to provide proof that their employer has insurance in place and the student must show proof of vehicle insurance.

Evaluation

1. The Guidance Counselor will meet with employees on a regular basis.
2. The WCC designated representative will complete a student evaluation every two weeks. The student is responsible for making these appointments with the WCC placement coordinator.
3. The employer and instructor will work together to determine the grade for the student each grading period. The student's final grade will be determined by the WCC instructor.
4. The student will be held responsible for absences on the job the same as he or she were absent from school.

The student will be required to complete a new internship application prior to changing jobs.

Schedule Changes

All schedule changes must be approved by the WCC Guidance Counselor and the WCC Administration. Schedule changes must be made within the first 5 days of the semester. A student's schedule will be changed for the following reasons only:

1. Computer error.
2. Prerequisite courses not met.
3. Duplicate credit.
4. Teacher recommendation that the student is misplaced.

Student Records

Definition: Student Education Records are defined as records which are directly related to a student and are maintained by the Waynesville R-VI Schools. It does not include records maintained by individual staff members for their personal use. WCC does not maintain Permanent Records or Vocational transcripts for Sending School Students. Transcripts are maintained at the home school. Discipline Records are maintained on each student when necessary.

Record Accessibility: Student Education Records are accessible to:

1. School officials, including teachers of the district who have legitimate educational interest in the records.
2. Parents and/or legal guardians.
3. Parents and/or legal guardians of students 18 years of age and older who are dependent upon their parents as defined by Internal Revenue Code.
4. Officials of schools in which the student intends to enroll.
5. Other agencies, institutions, and individuals upon receipt of written release from parent, guardian, or eligible student.
6. Other state and federal offices and agencies as prescribed by law.

Testing Program

Among the duties of the guidance counselors, are the administration of tests, scoring of tests, and interpretation of tests.

Following is a list of tests administered throughout the year at WCC (some yearly, some upon request). Specific test dates will be published in the calendar of activities.

- ACT is administered at Waynesville High School
- HESI A2 – (Administered by Practical Nursing Program)
- Technical Skills Attainment – TSA
- Industry Recognized Credential – IRC
- Work Keys

Withdrawal from School

If a student plans to move or withdraw from school, he/she should notify the guidance office at least one week prior to the check-out date. When the withdrawal is made by a parent or guardian, the counselor will make arrangements for the student to leave school.

SECTION V: HEALTH, SAFETY & TRANSPORTATION

The Waynesville R-VI School district supports the SAFE School Act.

General Directives for Illness and Injury

Students should notify any available staff member of illness or injury. Staff members will promptly address the situation or seek assistance from the nurse or designee. Employees or others who become ill or injured while on district property should report to the nurse's or principal's office for assistance. Employees may also report to their supervisors.

Illness and Injury Response and Prevention (Board Policy

EBBA) Minor Student Illnesses or Injuries

1. If the illness or injury is minor, the school nurse or designee will administer first aid care to the student. It may be appropriate to retain the student in school for the remainder of the day; however, in the interest of school-parent/guardian relations, the principal, nurse or other designee may contact the parents/guardians to inform them of the situation. If a parent/guardian cannot be reached, the principal, nurse or other designee will use the alternate contacts provided on the emergency form.
2. If a student requires non-emergency medical attention, the principal, nurse or other designee will notify the parents/guardians, who will be responsible for transporting the student.

Serious Student Illnesses or Injuries

1. If an illness or injury is serious enough to require immediate emergency care, any district employee aware of the situation will contact emergency medical services (EMS) and notify the nurse and building principal. The cost of EMS will be the responsibility of the parent/guardian.
2. The principal, nurse or other designee should be prepared to give rescue officials the individual's emergency information form.
3. The principal, nurse or other designee will ascertain the destination or hospital to which the individual is taken.
4. The principal, nurse or other designee will contact the parents/guardians or other appropriate parties.

Transportation

No sick or injured student will be transported to his or her home by another student without parental consent. In addition, no sick or injured student will be knowingly left alone at his or her home without parental consent. When it is in the best interest of the student, the district may refrain from leaving the student alone despite parental consent to do so.

Providing for transportation and adult supervision is the responsibility of parents/guardians except as otherwise provided in this procedure.

Accident Reports

The school nurse is required to complete an accident report form on any student who is involved in an accident during school or while participating in a school activity.

Student Safety

Students, parents and visitors may be subject to electronic scanning and search while on school property or at a school-sponsored event. Students who drive to WCC and park on school property are also subject to vehicle searches.

Due to the nature of our classes, students are expected to wear appropriate clothing in all shops and labs. Jewelry that hangs from the body such as necklaces and bracelets, sandals and oversized clothing are not appropriate for shop and lab areas.

WCC's shop and lab areas contain equipment that is dangerous if not operated properly. Instructors are responsible for educating all students on the proper operation of equipment and safety precautions to be taken in shop areas. Students should not be in shop/lab areas without supervision. Horseplay in shop/lab areas will not be tolerated.

Eye Protection

In accordance with law, the district will provide students, staff and visitors with eye protective devices that will be used during all activities defined by law. Failure to do so will result in disciplinary action including removal from school property or the activity requiring protective gear. School principals are authorized to charge for loss, damage or failure to return any eye protective device.

NOTE: WCC provides the first pair of eye protection for all students in our shop areas. Students will be charged \$5.00 for replacement of lost or damaged safety glasses.

School Nurse

The nurse is charged with the responsibility of record keeping, recommending safety procedures to the school administration, and caring for students reporting to him/her for care during the school day. She is also authorized to administer medications once the correct documentation is complete.

The school nurse is responsible for calling parents/guardians when illness occurs. **At no time is a student to make this call.** If students desire to be excused from school during the regular school day because of illness, they must first report to the school nurse. Failure to report to the nurse will result in disciplinary action.

If the nurse is unavailable and a student is ill or injured, they should report to the WCC office. If necessary, the home school and/or parents will be called.

Administration of Medications to Students (See Board Policy JHCD) General

The Waynesville R-VI School District is not legally obligated to administer medication to students unless specifically included in a Section 504 plan or an individualized education

program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's educational services. Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an IEP, Section 504 Plan or individualized health plan (IHP).

Medication Administration

1. All medications must be delivered to the school principal or designee by the parent/guardian in a properly labeled container from the pharmacy or in the manufacturer's original packaging.
2. All medications must be accompanied by a written administration request from the parent/guardian.
3. Medications will be stored in an environmentally appropriate locked area to which the school nurse and school principal have keys.
4. The school nurse will maintain proper documentation of all medications and their administration. Documentation will minimally include the: Student's name
 - Prescriber's name
 - Pharmacy
 - Prescription number
 - Name of the medication
 - Dosage
 - Date and time administered
 - Reasons for *not* giving medications as prescribed (e.g., vomiting, spills, refusal)
 - Name and signature of person who actually administered the medication
5. To the extent practical, students shall be provided privacy when receiving medications.
6. The school nurse will work with the student, parents/guardians and teachers in determining how best to deliver the medication to the student during the school day.
7. Emergency medications provided by parents/guardians for students who may have severe allergic reactions or anaphylaxis must be accompanied by a standing order from a licensed healthcare provider.
8. If the district maintains naloxone, prefilled epinephrine auto syringes, or asthma-related rescue medications, a list of students whose parents/guardians indicate that they cannot receive such medications will be kept with the medications.

Handling and Disposal of Medications

Schedule II controlled substances shall be inventoried upon receipt and daily by the person administering the drug.

1. The record of the drug count shall be maintained in a log or on the student's medication record.
2. Any count discrepancies shall be reported to the school nurse for further investigation.
3. Controlled substances shall be kept in double-locked storage, such as a locked box within a locked cabinet, to which the school nurse and the school principal or

designee shall have keys.

4. Expiration dates on all medications will be checked on a routine basis.
5. Parents/Guardians may retrieve their student's medications from the school at any time during school hours.
6. When possible, all unused, discontinued or expired medication shall be returned to the parent/guardian and the return documented.
7. All medications shall be returned to the parent/guardian or destroyed at the end of the school year.

Bus Regulations

The bus driver is in charge of his/her bus and is expected to report to the Director of Transportation or director any failure of cooperation on the part of the students. Complaints about bus problems should be referred to the director of your school or to the Director of Transportation.

Regulations for Bus Trips - The transportation of students to and from extracurricular activities is a very important responsibility of the school. Your safety is a paramount concern of the bus driver, your coach, and activity sponsor. Legally speaking, whenever you enter a school bus and are transported to an activity, you are the responsibility of the school.

Because your safety is important, the following policy is in effect:

1. Any student utilizing school transportation to an activity WILL ride the bus back to the school unless released by the sponsor. If the parent or guardian wishes to transport the student home, they must contact the sponsor face to face and sign the student out. Students are not allowed to ride home with anyone other than parents unless permission has been arranged with administration in advance.
2. There will be a teacher/sponsor assigned to the students' bus for each extracurricular activity. This person and the bus driver will be in charge of the bus. While you are at the activity, this person will also govern your actions. Sponsors will be in charge of the passengers until the bus arrives back at school after the activity. The sponsor will inform the students as to the time of departure.
3. The sponsors will have a list of all passengers. After the activity, the sponsor shall check to see that all passengers are accounted for before the bus departs for home.
4. In case a passenger is not accounted for when the bus is ready to depart, the sponsor shall attempt to locate the missing passenger. Upon reaching a satisfactory solution or explanation, the sponsor shall permit the bus to depart after waiting period of no more than thirty (30) minutes.
5. All school rules, regulations, and penalties apply to bus trips. If there is misbehavior on the bus or at the activity, that student will lose the privilege of riding the bus.
6. All students must have permission slips signed by a parent/guardian prior to participating in a field trip. Permission slips will be provided by the teacher/sponsor.
7. Your conduct will determine your privilege of riding the bus.

NOTE: All students participating in any school sponsored activity that requires transportation must ride the school provided transportation to that activity in order to be eligible to participate. In the case of extenuating circumstances parents must

attain ADVANCE permission from the principal or designee.

Parking and Driving Policy (Board Policy ECD)

Driving and parking on school property are privileges granted by the Board of Education to persons who have reasons to be in the schools or on the school property of the Waynesville R-VI School District.

The school administration will develop, with the aid of local traffic authorities, a plan for accommodating the flow of traffic on school roadways, and any necessary accompanying traffic regulations. The administrative staff will have the responsibility for the assignment of parking areas to staff, students and visitors to the schools. Convenient parking areas will be designated for persons with disabilities.

Area school students that need to drive to Waynesville Career Center **must have permission to drive from the WCC Administration and their high school**. If a student wishes to drive they need to pick up a **“Driving Permit”** from the WCC office or their area school office and complete it **before** driving to WCC. *Any violation of this policy may result in a revocation of driving privileges. Subsequent violations may result in dismissal from WCC.*

Parking Regulations

The following regulations are in effect for anyone parking on school property:

- All vehicles must be registered and/or a driving permit issued prior to driving to school.
- **By accepting the privilege of parking on school premises, the student consents to the search of any vehicle on school property.** WCC is not liable for damage to cars parked on school property.
- Once students arrive on school property, they are to report immediately to the building.
- Parking/driving privileges may be revoked for excessive absences, ID card violations, excessive tardiness or discipline problems, parking in a restricted area without permission or for careless or improper driving.
- Students who drive to school are responsible for arriving to school on time.
- The use of cell phones while driving on school property is prohibited; use of hands free cell phones are permitted.
- No offensive or inappropriate bumper stickers or decals will be displayed.
- Students will not be permitted to go to the parking lot during the school day without permission.

Failure to comply with the above policies may result in the vehicle being towed at the owner's expense.

Emergency Procedures

Emergency Alarm Procedures

Emergency Drills: WCC conducts fire, intruder, tornado, and earthquake drills each quarter.

Alarm Procedures-Emergency exit procedures are posted in each classroom and office in the school. At the first sound of an alarm warning, students are to follow the instructions of

the teacher/administrator. If an evacuation is necessary, the teacher will direct the class to the assigned exit. Teachers are responsible for accounting for all students in their class. Teachers will be familiar with the building to such a degree that should the assigned exit be blocked, they will be able to select an alternate exit immediately. In order to insure safety, students should conduct themselves in a quiet, orderly manner.

Severe Weather/In-house Sheltering Procedures - In the case where severe weather is possible, the office will notify staff about any watches or alerts. If a Tornado warning is issued all students will follow their teacher/staff member to their assigned areas depending upon the classroom and get into the duck and cover position until the all clear has been given.

Delayed Start

Should the Waynesville School District declare a “**Delayed Start**”, all bus schedules and school starting times will be delayed two (2) hours. School dismissal times would not be changed. Area schools will report at 9:30 for late start.

SECTION VI: EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES

WCC offers a variety of co-curricular and extracurricular activities to enhance the education experience. Extracurricular and co-curricular activities promote school loyalty, help students develop a well-rounded personality; help establish habits of good citizenship and help students increase powers of self-direction. In general, students who participate in extracurricular activities tend to develop a stronger sense of responsibility towards self and others, and to have a more positive attitude.

Eligibility for Participation

To participate in an extracurricular activity, a student must be in attendance all school day to participate in an activity scheduled that day. Exceptions are granted only with administrative approval.

All activities will adhere to the following guidelines for students participating.

- Be a good school and community citizen.
- If a student is failing multiple classes, the teacher and administrator will decide if they may participate. Individual program instructors may implement a zero “F” policy at his or her discretion.
- All students participating in extra-curricular/co-curricular activities must have parent/guardian permission.

Career and Technical Student Organizations (CTSO)

Students are encouraged to join the CTSO that coordinates with their career pathway. Students interested in a CTSO will meet with the sponsor and determine eligibility and requirements.

The following are the CTSOs offered at WCC:

DECA: DECA is a co-curricular club with the Marketing Program. They compete at the district, state and international levels. Missouri DECA is part of an international organization for high school students whose program of leadership, personal, and professional development is designed specifically for students interested in marketing, management, and entrepreneurship.

Waynesville DECA has been ranked as one of the top 10 DECA chapters in the world for the past 10 years for raising money for the Muscular Dystrophy Association.

FBLA (Future Business Leaders of America): Future Business Leaders of America-Phi Beta Lambda is a nonprofit 501(c) (3) education association with a quarter million students preparing for careers in business and business-related fields. The association has four divisions:

1. Future Business Leaders of America (FBLA) for high school students;
2. FBLA-Middle Level for junior high, middle, and intermediate school students;
3. Phi Beta Lambda (PBL) for postsecondary students; and
4. Professional Division for business people, FBLA-PBL alumni, educators, and parents who support the goals of the association.

FFA: The FFA is a student organization for students enrolled in high-school agriculture classes. The FFA emphasizes leadership development by placing the students in charge of their own local FFA Chapter. Through the FFA, students can participate in leadership development events such as livestock judging, nursery and landscaping, and forestry. Many awards and scholarships are available through the FFA organization.

SkillsUSA: SkillsUSA serves trade, industrial, and health science students by developing their skills and leadership qualities. To do this, Skills USA has established goals and developed programs to help students succeed. Skills USA's purpose includes: 1) Uniting a common bond between all students enrolled in the vocational school to gain a respect for the dignity of work,

2) Assist in establishing realistic vocational goals and promotion of high standards in trade ethics, and 3) workmanship, scholarship and safety.

Each year students from the local chapter participate in their specific vocational competitions at the district, state, and national levels.

SECTION VII – STUDENT DISCIPLINE (Board Policy JG-R3)

Critical

(High School and Waynesville Career Center)

A complete copy of the Student Discipline Policy (JG-R3) can be located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=389&revid=0f2plusDm7OS2XD9YZhJ3oVTg==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

The Student Code of Conduct is designed to foster student responsibility, respect for others,

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

Reporting to Law Enforcement

It is the policy of the Waynesville R-VI School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. When appropriate, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

In accordance with law, any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline, shall not be allowed to be within 1,000 feet of any district

property or any activity of the district, regardless of whether the activity takes place on district property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.
2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates the prohibitions in this section, he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Impact on Grades

As with any absence, absences due to an out-of-school suspension may result in the student earning a lower grade in accordance with the district's policy on absences.

Prohibited Conduct

The following are descriptions of prohibited conduct and potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Conduct in Halls - Keep to the right. Avoid running, whistling, slamming lockers, and other forms of unnecessary loudness and confusion in the halls. Help keep the halls and school grounds clean by placing trash where it belongs. Students should watch where they are going to prevent collisions and remember to apologize when appropriate.

Dress and Appearance (see procedure JFCA-AP1)

The Board of Education expects student dress and grooming to be neat, clean and in good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district. Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary and safety requirements. Gang related colors, tags, symbols or apparel is not permitted.
2. All students must wear shoes, boots or other types of footwear.
3. Any apparel, jewelry, accessories or manner of grooming containing vulgar words or images or profanity or that advocates drug use, tobacco or alcohol is deemed inappropriate and is forbidden. Face painting, writing or drawings on skin are not allowed in school.
4. Students will be permitted to wear shorts or skirts that reach their mid-thigh and remain

there. No holes in clothing, cut or torn which exposes skin or undergarments above the mid-thigh are permitted.

5. Shirts must extend to at least the top of the student's pants, skirts or shorts. Inappropriate clothing examples are spaghetti straps and dresses that show abdominal skin, underwear or private areas, ripped or torn clothing.
6. Shirts must have a sleeve. (Applicable to middle school and high school students.) No skin shall be visible on the midriff; this includes both the standing and sitting positions.
7. Undesirable or vulgar dress apparel may not be worn at school or at school functions.
8. Overly bulky or overly loose clothing including coats and backpacks that may conceal a weapon or have been used to establish affiliation with groups or gangs whose activities involving intimidation, violence or other illegal activities will not be permitted at school or school activities due to their disruptive nature on the school climate and educational process.
9. Coats, hats, caps, and hoods, must be removed by students when entering the building.
10. Dress and grooming will not disrupt the educational environment.
11. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
12. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a manner that does not promote disruptive behavior. The administration will determine whether clothing is inappropriate. Teachers are expected to refer students who are in violation of the dress code to the office. The principal may temporarily isolate or suspend any student whose dress is prohibited by this dress code, but the student may be readmitted upon correction of the problem. In the event the student is not reinstated by the morning following the infraction, the principal shall handle the matter as he/she would any other disruptive student.

NOTE: Because of the nature of WCC classes and safety issues, individual classes may have dress requirements that are more restrictive than those listed above. Dress expectations can vary as appropriate to designated situations such as competitions, etc.

The administration reserves the right to determine whether the clothing is distracting, indecent or inappropriate to wear in the school environment and to refuse access to school facilities for non-compliance with the above dress code and/or any case that may arise not specifically state therein.

General

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

Definitions

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

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

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by

counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

DESE Trauma Informed Website

The Missouri Department of Elementary and Secondary Education has implemented a Social-Emotional Learning and Trauma-Informed Schools Initiative. As part of the initiative a resource website has been established and can be accessed via the following web address:

<https://dese.mo.gov/traumainformed>

Statement of Non-Discrimination

The Waynesville R-VI School District does not discriminate on the basis of race, color, national origin, sex, age, religion, disability or status as a veteran, including a Vietnam-era Veteran, in admission/access to, or treatment/employment in its programs and activities and provides equal access to the Boys Scouts and other designated youth groups.

Any persons having inquiries concerning the non-discrimination policies and compliance with the regulations implementing federal legislative requirements is directed to contact the building level principal or Dr. Jamie Goforth, Assistant Superintendent for Personnel Services and Title IX Coordinator, 200 Fleetwood Drive, Waynesville, MO 65583, (573) 842-2094 (Title IX, Title VI, Title VII and ADA, Age Discrimination Act, Boys Scout Access), or the Director of Special Services, (573) 774-6407 (Section 504) 200 Fleetwood Drive, Waynesville, MO 65583 or RELAY MISSOURI 800-735-2966.



Waynesville R-VI

Office of Special Services

573-842-2007

200 Fleetwood Drive
Waynesville, MO 65583

Special Education Notice

It is the policy of the Board of Education to provide a free and appropriate public education (FAPE) for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

Please refer to Policy IGBA-1 Special Education for additional information.

Please refer to Policy IGBA-1 Special Education for additional information.

Policy IGBA-1: SPECIAL EDUCATION

Status: ADOPTED

Original Adopted Date: 04/19/1999 | **Last Revised Date:** 12/15/2025 | **Last Reviewed Date:** 12/15/2025

It is the policy of the board of education to provide a free and appropriate public education (FAPE) for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

Child Find

The district has an obligation to locate, identify, and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless, or attend private schools located within the boundaries of the school district. Any individual who knows or believes that a student has a disability and needs accommodation or special education should contact the school's principal or the district's special education director immediately.

The district will notify all parents/guardians and students of its obligations under this policy and the law. The district will also utilize public media and other postings to notify the public of the district's legal obligations as required by law.

Evaluation and Identification

The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

Specific Learning Disabilities

The board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

Children Three to Five Years of Age

The district will identify for special education services children who are three to five years old and not yet eligible for kindergarten. To do so, the district will use the available identification categories included in the State Plan, including the category of "Young Child with a Developmental Delay" (YCDD). The district will comply with the requirements of the State Plan and state law regarding the use of YCDD.

Independent Evaluations

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria, and cost guidelines. These items will adhere to rules published in the State Plan and in the local plan for compliance with the law.

Services for Students with Visual Impairments

As required by law, and unless the individualized education program (IEP) team determines that such instruction is not appropriate, each student who is blind or visually impaired will receive instruction in:

1. Braille reading and writing;
2. Assistive technology;
3. Expanded core curriculum; and
4. Orientation and mobility.

No student will be denied such instruction solely because the student has some remaining vision.

Students Placed in Private Schools by Their Parents/Guardians

For the purpose of this policy, a "private school" is defined to include home schools, family paced education schools, and religious/parochial schools.

In general, the district has no obligation to provide FAPE or special education and related services to individual students enrolled in a private school by their parents/guardians. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

The district will work with private schools located within its boundaries to identify and evaluate students attending the private schools who may be eligible for special education services. When a student is determined eligible, the district will offer to enroll the student and provide the student special education and related services in the district.

Parents/Guardians of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

Extended School Year

Extended school year (ESY) services may be necessary to provide FAPE to a child with a disability pursuant to law. The IEP team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will be provided only if the student is found eligible in accordance with this policy.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day or term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside the formal classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of the student's curriculum that need continuous attention.
8. Ability of the student's parents/guardians to provide educational structure.
9. Particular curricular or vocational needs of the student.
10. Opportunity for the student to interact with nondisabled children.

The length, nature, and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If it is unreasonable to predict eligibility for ESY services at the time the IEP is developed, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than the last calendar day of the regular school term.

Mediation

The board of education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, the assistant superintendent for instructional services is authorized to perform the duties under this section.

Resolution

The board of education designates the special education director to represent the school district in resolution meetings and gives the special education director decision-making authority on behalf of the district. The special education director has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. In the absence of the special education director, the assistant superintendent for instructional services is authorized to perform the duties under this section. All other settlement agreements must be approved by the board.

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

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

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

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

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

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



Waynesville R-VI

Office of Special Services

573-842-2007

200 Fleetwood Drive
Waynesville, MO 65583

Public Notice

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

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

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

The Waynesville R-VI School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Special Services Office (200 Fleetwood Drive, Waynesville, MO) on Monday-Friday from 7:30 a.m. to 4:00 p.m.

This notice will be provided in native languages as appropriate.

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

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

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title VIII- Part C, Sec. 8304(a)(3)(C)

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

Waynesville School District
Policy IL- Assessment Program Notice

June 1, 2026

Dear Students, Parents, and Guardians,

Missouri State Statute, 160.570.2 RSMo, requires the school board of each district in the state to establish a written policy on student participation in statewide assessments and to provide a copy to each student and the parents and/or guardians of students under the age of eighteen.

Waynesville School District Policy IL- Assessment Program outlines the Waynesville School District's assessment plan, which includes state assessments. Please refer to the enclosed copy Policy IL.

Please contact my office if you have additional questions regarding the Waynesville School District Assessment Program, 573-842-2050.

Sincerely,

Courtney Long

Courtney Long

Executive Director, Secondary Instruction

Michael Henson

Michael Henson

Executive Director, Elementary Instruction

Policy
ASSESSMENT PROGRAM

Descriptor Code: IL-1

(K-12 Districts)

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the board recognizes its obligation to provide for and administer assessments as required by law. The board directs the superintendent or designee to create procedures governing assessments consistent with law and board policy.

In cooperation with the administrative and instructional staff, the board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

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

District Assessment Plan

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

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

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

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

Reading Assessment

The district will assess the reading level or reading readiness of all students enrolled in kindergarten through grade three using state-approved reading assessments at the beginning and end of each school year. The district will also assess any newly enrolled students in grades one through five. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

English Proficiency Assessments

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

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as

migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

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

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

EOC examinations may be waived for:

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

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

National Assessment of Educational Progress

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

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

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

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

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

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

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if there is no cost to the district.

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



WAYNESVILLE R-VI SCHOOL DISTRICT

Office of Operational Services

200 Fleetwood Drive
Waynesville, MO 65583

Phone: (573) 842-2069 • FAX: (573) 433-2959

<http://www.waynesville.k12.mo.us>

February 3, 2025

Dear Parents:

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA), was enacted by Congress. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. As a result, the Waynesville R-VI School District has been mandated to inspect, test and develop a plan for the management of Asbestos in schools. The evaluation and review of buildings continues to be an on-going process based upon procedures established in the school districts' management plan.

The Asbestos Management Plan is available for your review in each of the district's administrative offices. In addition, each building's management plan is available for review in the district's Maintenance Office.

The Waynesville R-VI School District completed its last three-year re-inspection on February 27, 2024 by a Missouri licensed inspector. The district has also conducted periodic re-inspections and continues surveillance activities in all buildings.

The school district is intent on not only complying with, but exceeding federal, state and local regulations in this area. We will continue to take whatever steps are necessary to ensure that your children and our employees have a healthy, safe environment in which to learn and work.

Sincerely,

Mr. Aaron Harrison
Assistant Superintendent-Operational Services

cc: Mrs. Hilary Bales
Superintendent

Mr. Kevin Pritchard
Director of Maintenance

"Prepare and empower individual lifelong learners for opportunities as citizens and leaders"