



School District of Washington

2022-2023 Family Handbook

Our mission is to inspire achievement, character, and personal growth in all students as they pursue and succeed in college, careers, and life.



Dear Families,

We are excited to welcome you to the Early Learning Center Programs. We are pleased that you have enrolled your child in one of our programs and are looking forward to working with your child and partnering with your family to best meet your needs.

Our early learning programs provide a warm, secure, nurturing environment where each child is valued throughout the day. Your child's program will be challenging, fun, and full of rich learning experiences. These experiences will help them develop socially, academically, and emotionally while preparing them for their next educational and life experiences.

Our programs provide young children a learning environment that:

- Stimulates a love of learning
- Encourages physical and cognitive activity
- Facilitates involvement in experiences that are developmentally appropriate and support a whole child approach

Our classrooms are designed to:

- Respect the strengths of each child
- Provide opportunities for practice on emerging skills
- Foster individual learning
- Promote the acquisition of problem solving skills through discovery

There will be opportunities to be involved with and participate in various educational and social activities throughout the year. We encourage you to participate when possible.

This handbook was developed to help you become familiar with the policies and general information you will need to know about our programs. Please read this handbook and keep it handy throughout the year. If you have any questions or concerns please feel free to discuss them with one of your child's teachers or me. District policies can be found on the district website: www.washington.k12.mo.us

We want to thank you for choosing the School District of Washington Early Learning Program for your child. We look forward to developing a partnership between home and school. Together we can make a difference in providing quality education and care for your child.

Again, welcome and I look forward to watching your child learn and grow!

Dr. Dawn Hellebusch
Director of Early Learning

Important Contact Information

School District of Washington Early Learning Center (ELC)

831 West Pride Drive

Washington, MO 63090

Phone (636) 231-2850 Fax (636) 231-2855

Website <https://elc.washington.k12.mo.us/>

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Early Learning Programs Offered

Parents as Teachers Program

The PAT program is located at the Early Learning Center. This program is at no cost to District families. There are four dynamic components to the Parents as Teachers model:

- Personal Visits
- Group Connections
- Resource Network
- Child Screening

Tuition Based Programs

The School District of Washington offers tuition based programs for preschool age children (2 to 5 years old):

- Programs are offered full day (7:30-2:30) or extended day (7:00-5:00) Monday through Friday
- Families can choose 5 days per week, 3 days per week (M/T/W), or 2 days per week (TH/F) attendance
- Families have the option of year round attendance, school year attendance, or summer only attendance

Tuition Waiver Program

The School District of Washington offers a limited number of tuition waivers for preschool children (3 to 5 years old):

- Program is Monday through Friday (7:30-2:30) during the school year session
- Child must be three years old on or before July 31st and cannot be kindergarten age eligible
- Child must have a DIAL-4 screening (can be scheduled here) and a current Application for Free and Reduced Price School Meals
- Children are placed based upon multi-criteria matrix points

Early Childhood Special Education (ECSE)

Individual student programming follows all Federal and State guidelines for early childhood special education.

We CARE. We CONTRIBUTE. We LEARN. We are WASHINGTON.

Mission

Our mission is to inspire achievement, character, and personal growth in all students as they pursue and succeed in college, careers, and life.

Vision

To be recognized as a leader in the state of Missouri for early childhood education by providing innovative programming through a multi-tiered system of support.

Commitments

Children and families are at the core of our work and the driving force behind our decision-making.

Staff are:

- Advocates for the importance of Early Childhood Education.
- Committed to families and invested in empowering the whole child.
- Purposeful and intentional in planning and implementation.
- Reflective in regard to professional practice.
- Collaborative in using a team approach across programs.
- Highly qualified educators who focus on professional growth.
- Providing a safe and welcoming environment.
- Building community awareness and outreach programs.
- Modeling core values of Respect, Ownership, Commitment, and Kindness.

Children will:

- Participate in a variety of learning experiences.
- Take ownership of their learning.
- Engage in leadership opportunities.
- Prepare for success in school and beyond.
- Demonstrate core values of Respect, Ownership, Commitment, and Kindness.

Parents/Families are:

- Invested in partnering to help their children succeed in education and life.
- Committed to ensuring their children consistently attend ready to learn.
- Accessing resources and support to meet the needs of their children.
- Modeling core values of Respect, Ownership, Commitment, and Kindness.

Curriculum and Instruction is designed to:

- Provide quality, innovative programming.
- Utilize best practice in assessment, planning, and implementation.
- Create a rich and diverse learning environment.
- Build an educational foundation.
- Incorporate the core values of Respect, Ownership, Commitment, and Kindness.

2022-2023 Early Learning Center Calendar

August 18	Family Open House (5:30-6:30 PM)
August 22	First Day of School Year Session for Children
September 2	No School-Professional Day
September 5	No School-Labor Day
October 19	No School-Professional Day
October 20	No School-Parent/Teacher Conferences
October 21	No School
November 23-25	No School-Fall Break
Dec 22-Jan 4	No School-Winter Break
January 16	No School-MLK Day
February 17	No School-Professional Day
February 20	No School-Presidents Day
March 16	Parent/Teacher Conferences (4:00-7:00 PM)
March 17	No School-Professional Day
March 20-24	No School-Spring Break
April 6-10	No School
May 24	Last Day of School Year Session

Weekly Tuition Calendar

August 19 (fee and first week due)	October 7	November 25	February 3	March 31
August 26	October 14	December 2	February 10	April 7
September 2	October 21	December 9	February 17	April 14
September 9	October 28	January 6	February 24	April 21
September 16	November 4	January 13	March 3	April 28
September 23	November 11	January 20	March 10	May 5
September 30	November 18	January 27	March 17	

Weekly payments are due each Friday for the upcoming week. You may pay by debit or credit card on Procure Connect, pay by check or cash at the office area, or mail a check to the Early Learning Center.

Recommended Supply List

- 24 pack Crayola crayons
- 8 pack Crayola Classic washable markers (boys)
- 12 pack Crayola colored pencils (girls)
- 2-Elmer's glue sticks
- 4 pack of Play-Doh
- box of gallon ziplock bags (boys)
- box of quart ziplock bags (girls)
- backpack-no wheelie backpacks please
- helmet labeled with child's name for riding tricycles and scooters on the playground
- water bottle labeled with child's name
- full change of clothes (including socks and underwear) with child's name labeled on all items in a ziplock bag with the child's name also labeled on the outside
- diapers/pull-ups and wipes (as needed) labeled with child's name

[Process for Enrolling Your Child \(New Enrollment\)](#)

Your enrollment packet includes information we are required to collect and which helps us best serve your family. Our school typically requires two days to process enrollment forms in order to safely plan for your child's arrival in our program. If your needs require a different time frame, please notify our office and we will do our best to accommodate your request.

The following items must be presented for new children at the time of enrollment to complete the enrollment process:

- District Student Enrollment Completed Electronically
- Copy of State Issued Birth Certificate
- Current Immunization Record
- Proof of Residency
- Authorized Pick-Up Form
- Copy of Judgment of Dissolution or current legal documents which state custody rights for divorced families-if applicable

The enrollment fee and first week of tuition is due prior to the first day of attendance.

This information will be kept in a secure location where only authorized staff, such as administrators, school nurse, and your child's teacher, and/or regulatory authorities may access. As a child's parent or legal guardian, you may access this information as well upon request at any time. Enrollment for all programs occurs year round. If a family chooses to unenroll and reenroll at a later date they are considered a new family.

Tuition Prices & Payment

Tuition payments for all programs are due weekly by Friday prior to the upcoming week.

Advance payment is accepted for all programs. Payment options are as follows:

- **Procure Connect Payments**-You can utilize Procure Connect to use a debit or credit card. This can be done by visiting the website or using the app. There are no service charges for using this form of payment.
- **Check or Money Order**-Each time a tuition payment is due or there is a current balance, a check or money order may be delivered to the Early Learning Center office.

Late Payments

- A weekly \$10 late fee may be applied to your account if full payment is not received by the due date for each week it is late.
- Please call the school office if you are unable to make payment during a given time. If a balance of two weeks goes unpaid, the school holds the right to not allow attendance in our program unless a specific payment plan has been established.

Staffing

We are proud of our staff. Our educators and classroom paraprofessionals have degrees in Early Childhood Education, Child Development Associate Credentials, or other experience in early childhood education. This training enables the entire staff to provide a nurturing, yet challenging environment for children. Staff are also required to complete 15 hours of continuing education each year. Staff have training in areas such as CPR, First Aid, and developmentally appropriate practices.

Tuition Preschool

The ELC offers a variety of days and times for our programs. Our preschool programs provide a nurturing, safe and secure environment for 2 year olds to 5 year olds where young children engage in stimulating activities designed to meet the needs of each developing child. We encourage our children to participate in many different activities to facilitate the development of the whole child and prepare them for kindergarten, as well as future "academic" and "life" success. The early childhood program is a great way for children to make new friends, develop meaningful relationships, engage in valuable learning experiences, develop skills in all areas of development and create a love of learning.

Curriculum

The goal of our curriculum is to aid in the social, emotional, cognitive, creative, and physical development of each child. Our curriculum is aligned with the Missouri Early Learning Standards. We believe that children learn based upon the construction of knowledge as a result of their experiences-"learn by doing". Teachers plan lessons so children can engage in both teacher and child directed activities.

Students interact with materials, solve realistic problems, explain their thinking and examine their reasoning. Children are provided with opportunities for language acquisition that align with the

program philosophy, as well as consider family and community perspectives. They also learn to function as members of a community. As a result, they 1) attain a deep understanding in the core content areas, 2) become critical thinkers and creative problem-solvers, 3) develop cooperative and collaborative skills, and 4) develop a love of learning. Our teachers plan for experiences that address social/emotional skills, language and literacy, cognition, math, science, social studies, dramatic play, art, music, physical development, technology, health and safety. Assessment of the students is an ongoing process from which teachers support the learning styles and needs of individual students. This ongoing assessment allows teachers to make adjustments in their lessons to help each child reach his/her full potential.

[Student Assessment](#)

Our primary goal is to meet the educational goals of students helping to foster appropriate social development and a love of learning. Assessment results are the driving force of our lesson planning for students. Students are assessed continually using information from authentic assessment via observation in large, small, and one-on-one group settings. Additional assessments appropriate to the child may be requested and discussed with families to best meet the child's needs.

[Student Progress](#)

Progress will be shared formally with quarterly progress reports as well as at Family-Teacher conferences in the fall and spring each year. However, we understand that the education of your child is a partnership between teachers and parents. We invite you to share your thoughts with us at any time and we will make every effort to keep you informed about your child's growth at school.

[Getting Ready for Preschool](#)

Entering a new school can be a time of transition. The following list of ideas can help ease the transition:

- Dress your child comfortably. Choose clothes that are easy for your child to manage and you don't mind getting dirty.
- Have your child wear shoes that are safe for climbing, running and jumping. Sandals and loose shoes are not recommended.
- Bring an extra set of clothes, including socks, underwear and shoes. Replenish the clothing as your child grows and seasons change. Please label everything.
- Read information sent home and ask questions.
- Participate in Open House and family activities during the year. It's a great way to get to know the teachers, the families and the children.
- Talk to your child about what to expect and the daily routine as you understand it.
- Let your child know the plan for the end of the school day.

Arrival Procedures

When you arrive at school:

- Sign your child in with your pin in the classroom and make the classroom staff aware of your arrival. If someone other than the parent is dropping your child off, please make them aware of this procedure.
- Explain and write down any special instructions that staff should be aware of.
- Always tell a staff member you are leaving and placing your child in their care.

Departure Procedures

When departing for the day:

- Make sure you have spoken with the teacher before taking your child.
- Check your child's cubby to be sure you collect any items that need to go home.
- Sign your child out with your pin.

We will only release your child to a legal guardian or authorized adult. We cannot deny a parent access to his/her child unless we have a copy of a current court order that restricts the other parent from access to the child. Any new pick-up person may be required to show identification before a child is released to them.

Example Schedule (times aligned to enrollment in full or extended day)

Children wash hands upon arrival

7:00-7:30	Free Choice Time-Centers
7:30-7:45	Arrival & Sign In/Book Browse
7:45-8:15	Large Group Time
8:15-8:45	Hand Washing/Snack
8:45-9:30	Outdoor Play-Free Choice/Hand Washing
9:30-10:30	Choice Time-Free Choice/Small Group Work/Writing Activities
10:30-11:00	Literacy/Story Time
11:00-11:30	Music & Movement/ Prepare for Lunch/ Hand Washing
11:30-12:00	Lunch/Hand Washing
12:00-12:30	Outdoor Play-Free Choice/Hand Washing
12:30-1:00	Bathroom/Prepare For Rest
1:00-2:30	Rest/Quiet Activities (after 30 minutes for those not napping)
2:30-3:00	Music & Movement/Bathroom/Hand Washing
3:00-3:15	Snack
3:15-4:30	Outdoor Play-Free Choice/Hand Washing
4:30-5:00	Free Choice Time-Centers/Small Group Work/Writing Activities

[Meals for Preschool Students](#)

Extended Day (7:00-5:00)

Our Extended Day classes have breakfast and a PM snack as well as a family style lunch provided by our school district food service department. You can see monthly menus on the district website.

Full Day (7:30-2:30)

Our Full Day classes have a breakfast as well as a family style lunch provided by our school district food service department. You can see monthly menus on the district website.

ECSE

Session 1 (7:30-10:15) has breakfast and Session 2 (10:15-1:00) has a family style lunch provided by our school district food service department. You can see monthly menus on the district website.

Bringing Food into the Classroom

You may always bring store-bought treats for birthdays or other celebrations. Due to allergies and other planning, please talk with your child's teacher about any foods you want to bring into the classroom. Food items must be store bought due to Health Department regulations.

[Daily Rest Time/Quiet Time for Full Day Preschool Students](#)

Children attending a full day childcare program rest a minimum of 30 minutes each day. After 30 minutes, children who are still awake will be offered quiet activities. Napping children will be undisturbed for approximately 1.5 hours. Children may bring a special item from home for rest time if that is helpful (special blanket, stuffed animal, etc.)

[Family Involvement in Preschool](#)

Your involvement in your child's schooling is one of the most educationally beneficial practices that you can follow. While your child sees that you value their education, you are also learning a bit more about your child's school and the process of the classroom. Establishing a relationship with your child's teacher and school aids in preventing issues that may arise and helps us to better meet your child's needs. It is for this reason that we encourage our families to have open communication with their child's teachers throughout the year in addition to our fall and spring conferences. Working together is the key to your child's success.

[Special Education Services](#)

If your child has qualified for early childhood special education services, they may receive these services at the Early Learning Center. A full continuum of services is available. Adaptations and modifications that might be used to assist your child could be instructional, curricular, environmental, and/or behavioral strategies; supplementary aids/supports; or equipment your child needs to be successful in preschool. Related services, such as speech therapy, language therapy, occupational therapy, physical therapy, social work or assistive technology, are also available to meet the needs of individual children as outlined by the IEP.

Social Emotional Development

At the Early Learning Center our goal in guidance and discipline is for children to develop inner controls leading to self-discipline. The emphasis is placed on acquiring positive social skills, problem solving strategies, and the ability to see another's perspective. The philosophy is based on respect for the child's self-esteem, setting reasonable limits and consequences, and encouraging increased self-discipline, while also promoting respect for others. Our approach to social skill development and discipline is infused into all aspects of our program.

Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. Effective guidance and discipline focuses on the development of the child and also preserves a child's self-esteem and dignity. Actions that acknowledge the child's efforts and progress (no matter how slow or small), are likely to encourage healthy development. We use positive guidance to empower children to form positive relationships, resolve conflicts, and show respect for others. When teachers and parents form a partnership to promote proactive strategies, we are laying a major foundation for their life-long and personal/social development. There are many positive actions that we can take to help prevent misbehavior and support each child.

- Set clear, consistent rules
- Teach and provide opportunities to practice expectations
- Provide specific feedback
- Make certain the environment is safe and worry-free
- Show interest in the child's activities
- Provide appropriate and engaging activities and materials
- Encourage self-control by providing meaningful choices
- Build children's images of themselves as trustworthy, responsible and cooperative
- Give clear, manageable directions
- Take action before a situation gets out of control
- Encourage children frequently and genuinely
- Set a good example
- Help children see how their actions affect others

Appropriate behavior should not go unrecognized, nor should inappropriate behavior be ignored. When a behavior is disruptive or hurtful, we take into consideration the following circumstances:

- The child's age and developmental level
- Circumstances occurring in the child's life
- The child's past behaviors and pattern of behavior
- The seriousness of the difficulty/problem/harm

We monitor behaviors through various modes of documentation. This provides us with information that allows us to support a child in our classroom with positive behavior strategies.

[ASSIST-Student Support and Intervention Model](#)

Once teachers are aware that an individual student is experiencing difficulty meeting classroom expectations, effective support and interventions need to be available to assist the student. In order to respond, we have established a problem-solving process to assist teachers in designing, implementing, and evaluating the effectiveness of intervention strategies when typical classroom strategies have not been successful. This team is called Achieving Success through Supports and Interventions for Students and Teachers (ASSIST) Team.

ASSIST Teams work to implement strategies specific to academic and social/emotional/behavioral needs. Parents may also be invited to participate in the ASSIST Team process for their child. The ASSIST Team's role is to conduct individualized problem solving, focused intervention planning, implementation support, data collection, and monitoring of the student's response to interventions. The team will use the data collected on the interventions to determine when more intense intervention or evaluation is required in order to better understand and support the learning needs of the student.

[Helpful Information for Parents](#)

[Birthdays](#)

Birthdays are an important milestone in the life of a young child. Birthdays place children at the center of attention for one wonderful day each year. Parents may bring a special snack or small treat for their child's birthday. All snacks need to be prepackaged or store bought (no homemade food). Due to allergies, please check with your child's teacher prior to bringing in any items.

Staff will only hand out party invitations when, 1) either the entire class is invited, 2) all the boys are invited, or 3) all the girls are invited. Inviting only certain individual students causes hurt feelings at school. If you want to limit invitations, send them from home.

[Personal Items](#)

The classroom is equipped with toys, games, and materials of special interest to young children. Personal toys, money, and special jewelry should be left at home. Personal items can be easily damaged or misplaced at school. At various times during the year, your child will have an opportunity to bring special items for sharing. Children are allowed to bring a special item for rest time if that is something helpful for them.

[Authorized Pick Up](#)

We realize that your family may have special routines and schedules that require multiple people to be available for picking up and dropping off your child. You may authorize as many adults as you need to be "authorized pickups". You may add or remove people when necessary in writing with the classroom teacher or office staff. Only the people you have designated as authorized to pick up your child will be allowed to do so. If you need to verify that a friend or family member is on the list, you may do so at any time by stopping at the reception desk or asking your child's teacher.

Late Pick Up

Please make every attempt to see that your child is picked up on time for their program. If you are unable to do so, please notify the center at (636)231-2850 and arrange for another person to pick up your child if needed. If a family is late for a third time, we may need to have a meeting to determine a plan for continued enrollment in the program.

Schedule/Schedule Changes

A permanent schedule must be established for each child upon enrollment. The start date indicated on the enrollment form will be used for scheduling and tuition purposes. Written notice must be completed one week prior to any withdrawal from our program. Families will be financially responsible for tuition for the one week after notification and your child may continue to attend during this time.

Discharge Policies

Sometimes it is in the best interest of a child or the other children to cancel an individual child's enrollment. Reasons for discharge may include one or more of the following:

- The required forms are incomplete or not kept current
- Parent Handbook policies are not followed
- The child's behavior creates a threat to him/herself or others
- Parent conduct disturbs the peace and order of the ELC
- Parent conduct threatens the safety and welfare of the children, staff, other parents, or volunteers
- Tuition payments are past due

Absences

If your child is absent or will be picked up early, please call us at (636) 231-2850. Please try to call or message by 8:00 AM. This helps your child's teacher prepare for the day. Absences will not be deducted from tuition.

Weather Days

Please watch and listen for closings on local TV channels. You can also check the district website at www.washington.k12.mo.us and Facebook page. If the School District of Washington is closed, the ELC will be closed as well.

School/Staff and Family Differences

If a situation arises between family and staff, they should make every attempt to resolve it at the classroom level. If either party does not feel the situation was resolved the Director should be consulted. Family and staff may request an opportunity to discuss the situation with the Director individually; however, ultimately a discussion with all parties will most likely be needed to resolve the situation. If (after talking to the Director) the situation has not been addressed to either party's satisfaction, the parents or staff may consult with the Assistant Superintendent of Curriculum and Instruction of the School District of Washington.

Hopefully all parties involved recognize that each one separately has the child as the primary focus even though there may be a difference in philosophy and approach. The goal of meeting with all parties will be to create a working relationship which will prove beneficial for the child's progress and well-being in school.

Medication

It is generally recognized that some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education. Medicine is kept in the Nurse's office and will only be administered according to the guidelines below:

1. The medication must be in its original container, labeled with name of student, name and dosage of medication, and directions for administration. The school personnel will not administer the first dose of any medication and will not give one-time medications at school. When having a prescription filled, we suggest asking the pharmacists for an extra labeled bottle or container to divide medicine for home and school, so you don't have to remember to bring it every day. A "medication administration" form must be completed.
2. Only current prescriptions will be given. We will not administer any medication past the expiration date on the container.
3. Sample medications from the physician MUST have a prescription from the physician.
4. Over the counter medication must be in the original container in which it was purchased. These medications will only be given according to the directions on the container for appropriate age and weight of the child. Written permission in the form of a "medication administration" form must be received.
5. A "medication administration" form must be filled out and signed by a parent or guardian on all medications giving the designated school personnel permission to administer the medication.
6. Parent permission is good for the current school year only, and must be updated if any changes are made in the medication. Over the counter medications will not be given without written instructions/dr. prescription or parent contact.
7. Medications must be brought to school by a parent/guardian or responsible adult. Medications will be counted by designated school personnel with parents present each time medications are brought to school.

PLEASE NOTE: *The student must not bring any medication on the school bus, school grounds, or into the school building to keep with him/her for use. Exceptions may be made through the school nurse for "Emergency Use Medications", such as inhalers for asthma or an Epi-pen for bee stings. The situation requires a "student self-administration" form to be completed, along with a care plan. Both forms need the parent's and physician's signature. **The above medication guidelines are based in accordance with the Missouri Safe Schools Act.**

[Emergency Medical Care Authorization](#)

Family or guardians will be notified in the event a child has an emergency illness or accident. By signing permission on the school Health Form, in the event that a family cannot be reached or we deem it necessary, 911 will be called. 911's policy is to dispatch the ambulance which is available at the time; choice of hospital is at the discretion of the ambulance dispatched. The completed Health Form also gives the school permission to call the physician listed on the form.

[Illness or Injury](#)

When a child has more than a minor injury or becomes ill at school, then the nurse will notify a parent or guardian. Examples include, but are not limited to, temperature over 100 degrees Fahrenheit, vomiting, severe coughing, diarrhea, pink eye, difficulty in breathing, unusual spots/rashes or lice. Families may be asked to keep their child home for a longer than 24-hour period depending on the kind of illness. An example of this situation is chicken pox. Please consult with the school nurse in these situations. Examples of common contagious diseases are pink eye, strep throat, ringworm, pinworm, and scabies. For a temperature over 100 degrees Fahrenheit, exclusion will be for the duration of the fever. The child should be fever-free, without fever-reducing medication for 24 hours in order to return to the center.

[Contacting Families in a Medical Emergency](#)

It is extremely important that you keep the following items updated on the family information form:

- Cell phone number for parent or guardian
- Work telephone number for parent or guardian
- Emergency telephone number of person or persons to call if parent or guardian cannot be reached
- Description of any unusual conditions or allergies

Please notify the office immediately of any changes in the above information so we can reach you without delay.

[Notice Regarding Immunizations](#)

In accordance with Section 210.003.7, RSMo., the parent or guardian of a child enrolled in or attending the School District of Washington Early Learning Center may request notice of whether there are any children enrolled at our facility with an immunization exemption on file. If you would like to request this information, please contact Enter Name of Contact and the information will be provided to you. Please note, the name or names of individual children are confidential and will not be released. Our response will be limited to whether or not there are children enrolled at our facility with an immunization exemption on file.

[Parking Safety](#)

To ensure the safety of all staff and families using the ELC parking lots, please make sure you don't drive through or park in the fire lane, use your cell phone while in the parking lots, or leave your car running when you bring your child into the building.

Outdoor Play

Providing the temperature guidelines are met, we go outside each day. To ensure that students are protected against cold, heat, sun or insect disease, families have the following guidelines to follow:

- Please send climate appropriate clothing for your child
- Send a change of clothing for your child so that in the event your child's clothing becomes damp, he/she can be changed promptly

The ELC uses the guidelines recommended by St. Louis Children's Hospital Resource Center to determine whether outdoor play is appropriate for the current weather conditions. The recommended guidelines are:

- Below 10 degrees (wind chills included) – children will remain indoors
- Between 10 and 32 degrees – outdoor play will be limited to 5-15 minutes
- Between 32 and 90 degrees – there will be no restrictions on time
- Between 90 and 100 degrees – children can stay out with plenty of water
- Above 100 degrees (heat index included) – children will remain indoors
- Active precipitation will be a factor as well

Be sure to dress and provide appropriate outerwear. Loose fitting layers along with a winter coat. Mittens/gloves and a hat are important. Fifty percent of body heat is lost from the exposed head. The weather could be warm in the morning, but drastically change by noon to very cold temperatures on any given day, so it is better to have many layers than not enough.

Building Security

Every attempt has been made to make the ELC a safe and secure environment for your child. To ensure this, an electronic entry system is located in the building. Our families play an important role in keeping our building safe by not letting anyone else into the building when they are dropping off or picking up their children. To further ensure security, please be sure the electronic doors latch behind you after you enter the building. Absolutely no one is to enter or exit through any other building door. All visitors are to check in at the office.

Each family that drops off and picks up during extended hours is issued two electronic keys for building entry. Families are charged a \$5 fee when cards are lost, in order to obtain a replacement card. All electronic keys need to be returned on the last day of the current school year. Please notify the office if an electronic key is lost so that it can be deactivated for security for the safety of all children.

Emergency Situations and Drills

Students will participate in scheduled fire, tornado, earthquake, and lockdown drills throughout the year. All staff members and students will be given information about safety procedures appropriate for such situations. In the event of an actual emergency, parents may understandably want to pick up their child from school. If still on site, adults picking up will need to obtain a pass from the office or command area in order to checkout their child. Teachers will not release students to anyone without a pass.

[Permission to Photograph](#)

Opportunities occasionally arise whereby your student may be videotaped, audio taped or photographed on campus by authorized individuals, such as a media representative or members of our staff. There may also be opportunities for your child's name and/or picture to be posted on our website or the newspaper. Our commitment to safeguarding your child's well-being, safety and privacy in this regard is important to us. **A parent or legal guardian must notify the district in writing if they do not want their child to be videotaped, audio taped, photographed, or they do not want their child's picture posted electronically.**

[Confidentiality](#)

Confidentiality is practiced at all times. Information about children in the classroom will not be discussed among staff, other families, or in classrooms in front of children. Transmitting information about children, families, and other staff members is to be done in a private, professional manner. Your child's records for review are available upon request.

[Reporting Abuse](#)

Please note that the law mandates all ELC staff to report any suspected case of child and/or sexual abuse or neglect.

[Supervision of Students](#)

Each student will be monitored by sight and sound by an ELC staff member at all times. We do not allow students to be under the supervision of a volunteer at any time. Staff members position themselves so that the children may be supervised from the position and location of the employee at all times.

[Tobacco Free](#)

We are a tobacco free campus.

[Discipline Policies](#)

All children are expected to be considerate of themselves, other students and adults at all times. Please partner with your child's teacher in resolving any disciplinary situation that should arise. Children, families and staff are expected to show mutual respect in resolving unacceptable behavior. The ELC follows the School District of Washington Student Discipline Policies. These policies were written for elementary and secondary students and will be adapted by ELC Administration as appropriate to fit the developmental nature of the early childhood years. Consequences will be based on patterns of behavior versus isolated incidents.

School District of Washington
2022-2023
District Annual Notices

RATIONALE FOR ANNUAL NOTICES

Public Information Program (Policy KB)

This policy outlines the procedures and legal requirements related to public information. The annual notices section of this handbook was developed in accordance with those requirements. More information related to specific Board of Education policies can be found on the District website <http://www.washington.k12.mo.us>.

GRIEVANCE

Every Student Succeeds Act of 2015 (Public Law 114-95)

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

This guide explains how to file a complaint about any of the programs 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?
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1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

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

9. How will appeals to the Department be investigated?

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

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

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

Revised 4/17

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

2 In compliance with ESSA TitleVIII-PartC.Sec.8304(a)(3)(C)

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

Prohibition Against Discrimination, Harassment, and Retaliation (Policy AC)

General Rule

The School District of Washington 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 School District of Washington 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.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are

prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law.

School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer using the process outlined in policy EF.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. For example, the district may alter a class seating arrangement, provide additional supervision for a student or suspend an employee pending an investigation. The district will take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

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

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported immediately to the CD.

Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may

provide additional training to students and employees, make periodic assessments to make sure behavior complies with district policy, or perform a climate check to assess the environment in the district.

Definitions

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when he or she is performing duties of the compliance officer.

Discrimination – Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance – A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made to the compliance officer.

Harassment – A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic images; name calling, teasing or taunting; insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

Working Days – Days on which the district's business offices are open.

Compliance Officer

The Board designates the following individual to act as the district's compliance officer:

Assistant Superintendent of Personnel and Support Services

Rachael.franssen@sdownmo.org

220 Locust Street

Washington, MO 63090-0357

Phone: 636-231-2000/Fax: 636-239-3315

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Superintendent

Jennifer.kephart@sdownmo.org

220 Locust Street

Washington, MO 63090-0357

Phone: 636-231-2000/Fax: 636-239-3315

The compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, harassment and retaliation in the School District of Washington.
3. Serve as the district's designated Title IX and Americans with Disabilities Act (ADA) coordinator, as well as, the contact person for compliance with other discrimination laws. The director of special services is the designated Section 504 coordinator.
4. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences.
5. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
6. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
7. Communicate regularly with the district's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
8. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the superintendent or the Board.
9. Seek legal advice when necessary to enforce this policy.
10. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
11. Make recommendations regarding changing this policy or the implementation of this policy.
12. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.

13. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.
14. Perform other duties as assigned by the superintendent.

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students, as well as, to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the School District of Washington does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to make a grievance to communicate directly with the compliance officer. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to take action upon finding a violation of law, district policy or district expectations.

Even if a grievance is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. Administrators have the ability to immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. Administrators will report all incidents of discrimination, harassment and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance. The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is filed, the investigation and complaint process detailed below will be used.

Investigation

The district will immediately investigate all grievances. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take immediate corrective action.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the superintendent, or the grievance may be heard directly by the Board.
2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person filing the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.
3. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.
4. To the extent permitted by law, the district will investigate all grievances, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement or the CD is also investigating a complaint arising from the same circumstances.
5. The district will only share information regarding an individually identifiable student or employee with the person filing the grievance or other persons if allowed by law and in accordance with Board policy.
6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

1. Level I – A grievance is filed with the district's compliance officer. The compliance officer may, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.

Regardless of who investigates the grievance, an investigation will commence immediately, but no later than five working days after the compliance officer receives the grievance. The compliance officer or designee shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person filing the grievance and other parties involved to identify witnesses and provide information and other evidence. The compliance officer or designee will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the compliance officer will complete a written report that summarizes the facts and makes conclusions on whether the facts constitute a violation of this policy based on the appropriate legal standards. If a violation of this policy is found, the compliance officer will recommend corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. If someone other than the compliance officer conducts the investigation, the compliance officer or acting compliance officer will review and sign the report. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

2. Level II – Within ten working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the compliance officer's

decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the matter when appropriate.

Within ten working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who initially filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy was violated.

3. Level III – Within five working days after receiving the Level II decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the superintendent's decision to the Board by notifying the Board secretary in writing. The person filing the grievance and the alleged perpetrator will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and the alleged perpetrator will be notified in writing, within five working days of the Board's decision, in accordance with law and district policy, regarding whether the Board determined that district policy was violated. The decision of the Board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with Board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the CD and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all complaints to the district's compliance officer or acting compliance officer and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms. The district will provide additional training to any person responsible for investigating potential discrimination, harassment or retaliation.

The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

Homeless Dispute Resolution Regarding The Education Of Homeless Children and Youth

Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act)

The LEA homeless liaison will handle disputes concerning eligibility, school selection or the enrollment in school for homeless students or youth. During the dispute, homeless children or youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment during the dispute. LEA liaisons will carry out the dispute resolution procedures as quickly as possible after receiving notice of a dispute.

Every effort must be made to resolve the complaint or dispute at the LEA level before it is brought to MO-DESE. It is the responsibility of the LEA to inform the parent/guardian or unaccompanied homeless youth of the LEA's Complaint Resolution Procedure when a question arises concerning the education of a homeless child or youth. MO-DESE recommends that LEAs use the following complaint resolution process when a dispute arises regarding the education of a homeless child or youth:

LEA Level

A. The parent/guardian or unaccompanied homeless youth notifies the LEA's homeless liaison in writing of their complaint. The homeless liaison serves as the intermediary between the parent/guardian or unaccompanied homeless youth and the school where the child is seeking enrollment.

1. The parent/guardian or unaccompanied homeless youth shall receive a copy of or access to the LEA's policies addressing the education of homeless children and youths from the LEA.
2. The LEA's homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received.*

B. If the dispute is not resolved with the LEA's homeless liaison, the parent/guardian or unaccompanied homeless youth can file a complaint in writing to the superintendent/administrator for further review.

1. The LEA's superintendent/administrator will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received by the superintendent/administrator.*

C. If the dispute is not resolved at the superintendent/administrator level, the parent/guardian or unaccompanied homeless youth may file the written complaint before the LEA's board of education for resolution.

1. The LEA's board of education will provide a written resolution of the dispute or a plan of action within thirty days of the date the written complaint was received by the board of education.*

State Level

If the dispute is not resolved in a satisfactory manner at the LEA level, the complaint may be brought to MO-DESE. Complaints made under this process must be made in writing and signed by the parent/guardian or unaccompanied homeless youth. The following steps are to be taken:

A. Address the complaint to: State Homeless Coordinator, Federal Programs, P.O. Box 480, 205 Jefferson Street, Jefferson City, Missouri 65102-0480

B. The complaint must include:

1. a detailed description of the dispute;

2. the name(s) and age(s) of the children involved;
3. the name(s) of involved LEA personnel and the LEA(s) they represent; and
4. copies of the unresolved written resolutions from the LEA.

C. The director of Federal Programs (director) will inform the involved LEA(s) of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.

D. Within 30 days of receipt of the complaint, the director will inform the parties, in writing, of the decision.**

E. If a parent/guardian or unaccompanied homeless youth disagrees with the director's decision, the parent/guardian or unaccompanied homeless youth may, within 10 business days, appeal the decision to the Deputy Commissioner of Learning Services. This appeal must be in writing and indicate why the complainant disagrees with the decision.

F. Within 30 days of receiving the appeal, the Deputy Commissioner of Learning Services will render a final administrative decision and notify the parent/guardian or unaccompanied homeless youth and all other interested parties in writing.**

G. During the dispute, the child(ren) or unaccompanied homeless youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment.

*The parties may mutually agree to an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

**Although the standard procedure allows 30 days for a response, every effort will be made to resolve the complaint in the shortest possible time.

Homeless Dispute Resolution Process-Amended August 2019

STUDENT

Curriculum & Assessment

Parental Notice of Student Participation on District Assessments

Information on statewide and local assessments can be found in the Assessment Plan located on the district website and available in the Board of Education Office for public viewing. Both the School District of Washington and the State of Missouri have no opt out policy, and **the district expects all students to participate in all district or statewide assessments.** (Policy IL-1)

Assessment Plan

ESSA Requirement: The School District of Washington Assessment Plan is located on the district web page. The plan includes the assessment, who it is required by, length of assessment, and format of result dissemination.

Assessment Plan link:

[2021-2022 School District of Washington Assessment Plan](#)

Sexuality Education (Policy IGAEB)

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults.

The district will offer instruction in human sexuality and will provide instruction regarding sexual abuse as required by law. All instruction will be appropriate to the age of the students receiving the instruction, and students may be separated by gender for the instruction.

Notice and Opt-Out

The district will notify parents/guardians of the basic content of the district's human sexuality and sexual abuse instruction. The district will also notify parents/guardians of their right to remove their student from any part of the district's instruction on these topics upon written request. The district will make all curriculum materials used in the district's human sexuality and sexual abuse instruction available for instruction prior to the use of such materials in actual instruction.

Human Sexuality and Sexually Transmitted Diseases

As required by state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papillomavirus (HPV), hepatitis and other sexually transmitted diseases.
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of federal abstinence education law.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.
6. Teach students about consent, sexual harassment and sexual violence. Specifically, students will be taught that:
 - a. *Consent* is a freely given agreement to the conduct at issue by a competent person, and that:
 - An expression of lack of consent through words or conduct does not constitute consent.

- Lack of verbal or physical resistance does not constitute consent.
 - Submission resulting from the use of force, threat of force or fear does not constitute consent.
 - A current or previous dating, social or sexual relationship between two parties does not by itself constitute consent.
 - The manner of dress chosen by a person does not constitute consent.
- b. *Sexual harassment* is uninvited and unwelcome verbal or physical behavior of a sexual nature, especially by a person in authority toward a subordinate.
 - c. *Sexual violence* is causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress or without the person's consent.
7. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and statutory sodomy.
 8. Teach students about the characteristics of and ways to identify sexual predators.
 9. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging.
 10. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."
 11. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. No district personnel agents, acting in their official capacities, will encourage any student to have an abortion.

Sexual Abuse

In accordance with law, the district will provide trauma-informed, developmentally appropriate training to students in grades 6-12 regarding sexual abuse including, but not limited to, instruction on:

1. How to recognize sexual abuse;
2. How to report an incident of sexual abuse;
3. How to obtain assistance and intervention; and
4. Resources for students affected by sexual abuse.

Trauma

The Department of Elementary and Secondary Education (DESE) has posted information regarding the Trauma-Informed Schools Initiative. More information can be found on their website at <https://dese.mo.gov/traumainformed>.

Suicide Awareness and Prevention (Policy JHDF)

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The School District of Washington is committed to maintaining a safe environment to protect the health, safety and welfare of students.

The district has established a crisis response team in each building responsible for implementing the district's response plan. The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. Starting no later than 5th grade students will receive age-appropriate

information and instruction on suicide awareness and prevention and staff will be appropriately trained according to the district's protocol for suicide awareness, prevention and response.

Kindergarten-4th grade

The School District of Washington is required to have available particular methods and materials housed at the District Office. This information includes the following:

- Methods and materials used to teach reading in kindergarten through fourth grade.
- Number and percentage of students receiving remediation because they have not met reading standards in the state-mandated reading assessment.

Missouri Course Access Program (MOCAP)

Virtual instruction can be an effective education option for some students; the district offers virtual courses to students through district staff and/or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

For more information see **Policy IGCD:Virtual Courses**

eLearning Days

The first six school cancellations due to inclement weather are considered "snow days"; any day after that will be considered an eLearning day. The purpose of these days is to connect with students and keep them instructionally on track for learning progression and grade level advancement. The school year will not be extended, unless there are extenuating circumstances. It is essential that students are provided learning opportunities in order to cover the content expected by State and Local guidelines. Information about eLearning days will be provided via phone, email, video message and/or news outlets as appropriate. Students and parents can expect to receive details regarding eLearning days. Instruction will be provided through Google Classroom and Zoom.

Family Educational Rights and Privacy Act (FERPA)

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

These rights include:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA.

Parents or eligible students should submit a written request to inspect educational records to their Building Principal, also identifying the record(s) they wish to inspect.

The Building Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parents or eligible students may ask the School District of Washington to amend a record that they believe is inaccurate. They should write Building Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School District of Washington decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health, or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School District of Washington discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The District is further obligated to release the names, addresses, and telephone listings of secondary school students to representatives from institutions of higher education and military recruiters. Parents/Guardians/Eligible Students can submit a written request not to release information without prior written consent to their Building Principal.

Inquiry and/or concerns related to FERPA can be submitted to the offices of the Superintendent. The name and address of the office that administers FERPA is:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605

Military Recruitment Information

ESSA Requirement: Districts are required to provide secondary students' contact information to military recruiters and institutions of higher education that request that information under federal law. Secondary enrollment information includes forms for parents to opt out of having the information shared.

Bullying (Policy JFCF)

General

In order to promote a safe learning environment for all students, the School District of Washington 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 district wide anti-bullying coordinator. The anti-bullying 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 anti-bullying education and training programs. In addition, the anti-bullying 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 anti-bullying 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.

Immunization of Students (Policy JHCB)

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

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

Immunization Exceptions

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

Homeless students, students in the custody of the Children's Division (CD) of the Department of Social Services and students in the household of an active duty member of the military who do not have an exemption and cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to provide satisfactory evidence that the student has completed all age-appropriate immunizations or has begun the process of immunization. If the student has begun the process of immunization, the student may continue to attend as long as the process is being accomplished according to the schedule recommended by DHSS.

Failure to Provide Evidence of Required Immunizations

The district will exclude from school all students who are not immunized or exempted as required by law.

The district must report to DHSS the names of any parents/guardians who neglect to immunize their student or refuse to permit the immunization of a nonexempted student. The district will also report to the CD any instance of educational or medical neglect.

Pursuant to law, any contacts with parents/guardians regarding immunizations will also include information about influenza and influenza vaccines.

District-Sponsored Preschool, Daycare Centers and Nursery Schools

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized unless:

1. There is satisfactory proof that immunizations are in progress and that the process is being accomplished in accordance with the schedule recommended by DHSS; or
2. The student is homeless or in the custody of the CD and cannot provide satisfactory evidence of required immunizations. Such students will be given 30 days to provide satisfactory evidence of completion or evidence that immunizations are in process.
3. A parental, medical or religious exemption is on file. Exemptions must be on original forms from DHSS.

Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will verify only whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

Records

The superintendent or designee shall institute procedures for the maintenance of health records that show the immunization status of every child enrolled or attending in the district and for the completion of all necessary reports in accordance with guidelines prepared by DHSS.

Surveying, Analyzing, or Evaluating Students (Policy JHDA)

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

[SDOW Survey Plan](#)

Consent Required

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
7. Religious practices, affiliations or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Notice and Opportunity to Opt Out

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a

student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.

3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

The district will directly notify parents at the beginning of the school year of the specific or approximate dates during the school year when the above-listed activities will occur or are expected to be scheduled.

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy JO.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

Student Records (Policy JO-1)

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, develop appropriate procedures for maintaining student records and standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The superintendent and building principals will develop a student records system that includes protocols for releasing student education records. Principals are responsible for maintaining and protecting the student education records in each school. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Definitions

Eligible Student – A student or former student who has reached age 18 or is attending a postsecondary school.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Student – Any person who attends or has attended a school in the school district and for whom the district maintains education records.

Health Information

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

Parent and Eligible Student Access

All parents may inspect and review their student's education records, seek amendments, consent to disclosures and file complaints regarding the records as allowed by law. These rights transfer from the parent to the student once the student becomes an eligible student; however, under the Missouri Sunshine Law, parents maintain some rights to inspect student records even after a student turns 18. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified.

If a parent or eligible student believes an education record related to the student contains information that is inaccurate, misleading or in violation of the student's privacy, the parent or eligible student may use the appeals procedures created by the superintendent or designee to request that the district amend the record.

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

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information.

The school district designates the following items as directory information.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information – In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to parent groups or booster clubs that are recognized by the Board and are created solely to work with the district, its staff, students and parents and to raise funds for district activities for the purposes of encouraging membership or participation in the group or club; parents of other students enrolled in the same school as the student whose information is released when the release is for

the purpose of facilitating communication between parents; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services for official governmental purposes:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

The district may require a person or entity that requests limited directory information to certify in writing that the information will not be redisclosed without the prior written consent of the parent or eligible student.

Law Enforcement Access

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in federal law.

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

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

Children's Division Access

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

Military and Higher Education Access

The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

Volunteer Access

District staff will not allow volunteers to access student records unless the volunteer has completed a criminal background check and the district has determined that the volunteer should have access. A volunteer who has completed a criminal background check may access student education records only under the supervision of staff members and when necessary to assist the district.

Records Retention

The district shall retain all student records in accordance with applicable federal and state law, as well as the current version of the Missouri Secretary of State's Public School Records Retention Schedule and General Records Retention Schedule.

Discipline

The School District of Washington is required to provide the discipline policy to parents and obtain written signature acknowledgement by parents and students. Signature on acceptance of Student Handbooks, (electronic or written), indicates understanding of the discipline policy as outlined by the following Discipline Policies.

Student Discipline (Policy JG)

The purpose of discipline in the school is to develop an appreciation of order, to foster self control, to teach respect for proper authority, and to develop the ability to exercise freedom wisely. Good discipline is usually positive rather than negative in nature. Conferences with teachers, principals and parents should be effectively employed to bring about acceptable classroom behavior.

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment.

The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The Board encourages the superintendent to recommend changes to Board policy related to student discipline as needed.

Discipline Code

To assist district staff in maintaining the necessary education environment, the Board of Education has created a discipline code that addresses the consequences for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The district's comprehensive written code of conduct includes, but is not limited to, this policy, JG-R1, JGA, JGB, JGD, JGE, JGF and associated procedures. The district's comprehensive written code of conduct will be placed on the district's website, and a copy will be available in the superintendent's office during normal business hours. The code of conduct will be distributed to all students and their parents/guardians at the beginning of each school year, which may be accomplished by directing students and parents/guardians to the district's website. These policies, regulations and procedures will apply to all students in attendance in the district's instructional and support programs as well as at district-sponsored activities.

Equity

All district staff are required to enforce district policies, regulations and procedures in a manner that is consistent, developmentally appropriate and equitable. District staff who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the Board for policy changes, training or resources to further the district's goals for providing equitable education to all students.

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.

2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment.
3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction(not a juvenile court). The Board may suspend such students after a hearing in accordance with law.
4. The student has been indicted on, charged with or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.
5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

The Board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

Enforcement

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with Board-adopted discipline policies and regulations.

Teachers have the authority and responsibility to make and enforce necessary rules for discipline in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom.

All district staff enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses.

Training

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the approved methods for dealing with acts of school violence and disciplining students with disabilities.

Statement of Philosophy

The public schools of this nation have the responsibility, conferred on them by the state, to provide public education for children until they graduate or reach the age of 21. To discharge this function effectively and equitably, school authorities and parents must ensure an environment in each school which is conducive to the learning process. While there are many factors which affect the learning environment, perhaps the most pernicious is the problem that results from inappropriate conduct and lack of consistent and effective disciplinary response.

Schools must prepare students for their responsibilities as adults in a democratic society. To accomplish this goal, there must be respect and mutual trust among parents, teachers and students. The discipline code is the tool. Therefore, the discipline code should be consistent and reasonable and should strive to facilitate the development of students' self-control and self-discipline. In this regard, the student discipline code becomes an integral

component of the education process and a symbol of the commitment of parents, students and administrators to the maintenance of an effective learning environment.

Student Code of Conduct (Policy JG-R1)

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

Reporting to Law Enforcement

It is the policy of the School District of Washington 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 the student's residence.

Students who violate the prohibitions in this section may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Pursuant to law, no student will be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel.

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.

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

First Offense: Principal/Student conference, up to course failure.

Subsequent Offense: No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

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

First Offense: Principal/Student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion. Restitution if appropriate.

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

Assault

1. Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third or fourth degree.

Principal/Student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Subsequent Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

2. Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes assault in the first or second degree.

First Offense: Principal/Student conference, 10-180 days out-of-school suspension or expulsion.

Subsequent Offense: Expulsion.

Automobile/Vehicle Misuse B Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense: Written warning notification, principal/student conference, detention, in-school suspension, out-of-school suspension, or revocation of driving and parking privileges.

Subsequent Offense: Vehicle may be towed away at the owner=s expense, suspension or revocation of driving and parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying (see board policy JFCF) B Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for their physical safety or property; 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 is 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.

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

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

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

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

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

Subsequent Offense: Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

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

First Offense: Principal/Student conference, detention, in-school suspension, or up to 30 days out-of-school suspension.

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

Drugs/Alcohol (see board policies JFCH and JHCD)

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

First Offense: Principal/Student conference, in-school suspension or up to 180 days out-of-school suspension.

Subsequent Offense: Up to 180 days out-of-school suspension or expulsion.

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

First Offense: Principal/Student conference, in-school suspension or up to 180 days out-of-school suspension.

Subsequent Offense: 11 to 180 days out-of-school suspension or expulsion.

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

202(c) of the Controlled Substances Act.

First Offense: Principal/Student conference, up to 180 days out-of-school suspension or expulsion.

Subsequent Offense: 11 to 180 days out-of-school suspension or expulsion.

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

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

Subsequent Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

Failure to Care for or Return District Property B Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

First Offense: Restitution. Principal/Student conference, detention, in-school suspension or out-of-school suspension.

Subsequent Offense: Restitution. Detention, in-school suspension or out-of-school suspension.

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences B Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

First Offense: Verbal warning, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

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

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

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

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

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

Subsequent Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

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

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

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

Harassment, including Sexual Harassment (see board policies AC and ACA and note that additional provisions of the code of conduct may apply to the student's behavior)

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.

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

Subsequent Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law.

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

Subsequent Offense: Up to 180 days out-of-school suspension or expulsion.

3. Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.

Any Offense: 10-180 days out-of-school suspension or expulsion.

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

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

Subsequent Offense: Up to 180 days out-of-school suspension or expulsion.

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

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

Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, or up to 180 days out-of-school suspension.

Nuisance Items B Possession or use of items such as toys, games, and portable media players that are not authorized for educational purposes.

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

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

Public Display of Affection B Consensual physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

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

Subsequent Offense: Detention, in-school suspension, or up to 10 days out-of-school suspension.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material (see board policies AC and ACA)

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

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

Subsequent Offense: Confiscation. Detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Sexual Activity B Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.

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

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

Technology Misconduct (see board policies EHB and KKB and procedure EHB-AP1)

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

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

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

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes or instructional class time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

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

Subsequent Offense: Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Violations, other than those listed in (1) or (2) above, of board policy EHB and procedure EHB-AP1 or any policy or procedure regulating student use of personal electronic devices.

First Offense: Restitution. Principal/Student conference, detention, in-school suspension, or out-of-school suspension.

Subsequent Offense: Restitution. Loss of user privileges, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of board policy KKB.

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

Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Theft B Theft, attempted theft or knowing possession of stolen property.

First Offense: Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or up to 180 days out-of-school suspension.

Subsequent Offense: Return of or restitution for property. Up to 180 days out-of-school suspension or expulsion.

Threats or Verbal Assault B Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.

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

Subsequent Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

Tobacco

1. Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine-delivery products or imitation tobacco products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with district policy JHCD.

First Offense: Confiscation of prohibited product. Principal/Student conference, detention, in-school suspension, or up to 5 days out-of-school suspension.

Subsequent Offense: Confiscation of prohibited product. Detention, in-school suspension, Saturday school, or up to 90 days out-of-school suspension.

2. Use of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products or other nicotine-delivery products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be used only in accordance with district policy JHCD.

First Offense: Confiscation of prohibited product. Principal/Student conference, detention, in-school suspension, Saturday school, or up to 3 days out-of-school suspension.

Subsequent Offense: Confiscation of prohibited product. In-school suspension, Saturday school, or up to 90 days out-of-school suspension.

Truancy or Tardiness (see board policy JED and procedure JED-AP1) B Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.

First Offense: Principal/Student conference, detention, Saturday school, or 1-3 days in-school suspension.

Subsequent Offense: Principal/Student conference, detention, Saturday school or other extended learning opportunities to make up lost instructional time, 3-10 days in-school suspension, loss of credit, removal from class(es), and removal from extracurricular activities.

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

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

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

Vandalism (see board policy ECA) B Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students while school is in session, out of session, or at a district-sponsored activity.

First Offense: Approved plan of restitution is mandatory. Additional consequences include principal/student conference, detention, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Subsequent Offense: Approved plan of restitution is mandatory. Additional consequences include in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Weapons (see board policy JFCJ)

1. Possession or use of any weapon as defined in board policy, other than those defined in 18 U.S.C. ' 921, 18 U.S.C. ' 930(g)(2) or ' 57010, RSMo.

First Offense: Principal/Student conference, in-school suspension, up to 180 days out-of-school suspension, or expulsion.

Subsequent Offense: Up to 180 days out-of-school suspension or expulsion.

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

First Offense: Principal/Student conference and one calendar year suspension or expulsion, unless modified by the board upon recommendation by the superintendent.

Subsequent Offense: Expulsion.

3. Possession or use of ammunition or a component of a weapon.

First Offense: In-school suspension, up to 180 days out-of-school suspension, or expulsion.

Subsequent Offense: Up to 180 days out-of-school suspension or expulsion.

Searches of Students (Policy JFG)

The district respects the privacy of students. However, in order to maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property or district property used by students and, in some limited situations, may require students to undergo drug and/or alcohol testing. All searches will be conducted professionally and in accordance with law. The superintendent or designee is directed to provide staff with appropriate training and is authorized to contact the district's attorney for advice prior to conducting any search.

Searches By District Personnel

Searches of District Property

Students do not have an expectation of privacy in district-provided property. Lockers, desks, technology and other district property are provided for the convenience of students and are subject to periodic inspection in accordance with law.

Searches of Student Property

Student property, including vehicles parked on district property, may be searched based on reasonable suspicion of a violation of law, district policy or other rules applicable to students. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification for the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses when possible.

Searches of Students

If reasonable under the circumstances, district administrators performing a search may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose undergarments not otherwise observable.

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

District employees, administrators and volunteers, other than commissioned law enforcement officials, shall not strip search students, as defined in state law, except that an administrator may conduct such a search if a commissioned law enforcement officer is not immediately available and the administrator has reason to believe that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others.

If a student is strip searched, as defined in state law, by an administrator or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

For the purposes of this section, the term "strip search" shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student, give medical attention to a student or screen a student for medical conditions

Drug-Detection Dogs

The district may arrange for law enforcement officials to use professionally trained dogs to detect the presence of drugs on district property. A dog alerting to the presence of drugs will constitute reasonable suspicion for district administrators to conduct a search. Drug-detection dogs will not come into direct contact with students. The superintendent or designee shall develop procedures for the use of drug-detection dogs.

Student Drug and Alcohol Testing

If district personnel have reasonable suspicion that a student is inebriated or has come to school soon after consuming drugs or alcohol, the district may require the student to participate in a drug or alcohol test given by district authorities. If the student refuses to participate, the student may be disciplined as if the student tested positive for the substance.

In accordance with law, the district may implement a random student drug-testing program for students in extracurricular activities.

School Resource Officers

A school resource officer (SRO) may accompany district officials executing a search or may perform searches under the direction of district officials based on the reasonable suspicion standard. However, the SRO may choose not to participate in the search if the SRO believes that such participation might interfere with the successful future criminal prosecution of the student.

SPECIAL EDUCATION 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 School District of Washington 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. (Policy-IGBA)

The School District of Washington 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 School District of Washington 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 School District of Washington 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 Board of Education Office, 220 Locust Street, Washington, MO 63090 during the normal business hours of 7:30 a.m. and 4:30 p.m. Appointments are encouraged and can be made by calling the office of the Special Education Director at 636-239-5162 or by direct email to wendy.turnbough@sdownmo.org.

This notice will be provided in native languages as appropriate.

SAFETY, HEALTH, WELL-BEING

Concussion

Information about concussions and brain injuries are distributed to each student participating in district athletic activities by the district coaching staff. Parents/Guardians must submit a signed acknowledgement of having received the information before the student will be allowed to participate. Additional information may be found at <https://www.cdc.gov/headsup/index.html>

Earthquake Safety

Earthquakes in Missouri

The highest earthquake risk in the United States outside the West Coast is in the **New Madrid Seismic Zone**, centered in southeast Missouri's Bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction covers more than 20 times the area due to the nature of geologic materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone averages more than 200 earthquakes per year. Most can't be felt, but a few can cause measurable damage.

Experts say there's a **25 to 40 percent chance for a major earthquake** in a fifty year period. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in southeast Missouri, near the town of Charleston, in 1895, so we're overdue for a major earthquake.

The Great New Madrid Earthquakes of 1811-12 were the largest in U.S. history west of the Rocky Mountains. The massive quakes destroyed homes, created lakes and briefly caused the Mississippi River to run backward. Shaking was felt as far away as the east coast!

To help your family survive an earthquake, know what to do BEFORE, DURING, and AFTER a major quake strikes.

BEFORE:

- ✓ Put together an emergency kit – flashlight, first aid kit, radio, drinking water, blankets
- ✓ Develop a family communication plan – identify a relative living at least 100 miles away; everyone can call to “check in” to tell family you're safe
- ✓ Make sure all heavy or breakable items are on lower shelves
- ✓ Know how to turn off utilities

DURING:

- ✓ DROP to the ground.
- ✓ COVER your head with your hands and arms. Crawl under a sturdy table or desk if there's one nearby.
- ✓ HOLD ON until the shaking stops.
- ✓ If you're driving, pull off the road, away from buildings and utility poles, and stay in your car.
- ✓ If you're outside, drop to the ground, away from large objects, and cover your face and head with your arms.

AFTER:

- ✓ Find your family; check for injuries
- ✓ If necessary, call 911 for help
- ✓ If you smell gas or hear a hissing sound, go outside – shut off gas valve
- ✓ Be careful to avoid live power lines and broken glass
- ✓ Listen to news for latest emergency information
- ✓ Be ready for aftershocks!

Missouri State Emergency Management Agency PO Box 116, Jefferson City, Missouri 65102 Phone: 573/526-9100
Fax: 573/634-7966 E-mail: mosema@sema.dps.mo.gov

MO HealthNet for Kids

The Federal Children's Health Insurance Program (CHIP), part of the MO HealthNet for Kids program, is a health insurance program for uninsured children of low-income families who do not have access to affordable health insurance.

Who is eligible?

To be eligible for this program, you must be a resident of Missouri and meet all of the following:

- Either 18 years of age and under **or** a primary caregiver with a child(ren) 18 years of age and under, and
- A U.S. Citizen, National, or a Non-Citizen legally admitted into the U.S., and
- Uninsured (and ineligible for Medicaid).

To be eligible, you must have an annual household income (before taxes) that is below the following amounts: SEE CALCULATOR at <https://www.benefits.gov/benefit/1606>

To Apply:

- On line at <https://mydssapp.mo.gov/CitizenPortal/application.do> .
- By telephone at 1-855-373-9994. When speaking with a representative please tell them this is a "School Application".
- To request more information at 1-888-275-5908 or email mcplus@dss.mo.gov

Hazardous Materials- Asbestos Control (Policy EBAB-AP1)

The district will comply with all state and federal laws regarding the identification, management and abatement of asbestos in district buildings. This procedure outlines compliance measures but is not intended to expand or conflict with applicable federal law.

Definitions

Asbestos-Containing Material (ACM) – When referring to school buildings, any material or product that contains more than one percent asbestos.

Asbestos-Containing Building Material (ACBM) – Surfacing ACM, thermal system insulation ACM or miscellaneous ACM that is found in or on interior structural members or other parts of a school building.

Friable – When referring to material in a school building, material that, when dry, may be crumbled, pulverized or reduced to powder by hand pressure, including previously nonfriable material after such previously nonfriable material becomes damaged to the extent that, when dry, it may be crumbled, pulverized or reduced to powder by hand pressure.

School Building – Any property the district leases, owns or otherwise uses in the following manner:

1. Any structure suitable for use as a classroom, including school facilities such as laboratories, libraries, eating facilities or facilities used for the preparation of food.
2. Any gymnasium or other facility that is specifically designed for athletic or recreational activities for an academic course in physical education.
3. Any other facility used for the instruction or housing of students or for the administration of educational or research programs.
4. Any maintenance, storage or utility facility, including any hallway, essential to the operation of any facility mentioned in items 1–3 above.
5. Any portico, covered exterior hallway or walkway.
6. Any exterior portion of a mechanical system used to condition interior space.

Asbestos Manager

The director of buildings and grounds is the district's designated asbestos manager. The asbestos manager will coordinate district efforts to comply with state and federal laws regarding the identification, management and abatement of asbestos.

The asbestos manager will receive training in:

1. The health effects of asbestos.
2. The detection, identification and assessment of ACM.
3. Options for controlling ACBM.
4. Asbestos management programs.
5. Relevant state and federal laws concerning asbestos.

Asbestos Management Plan and Recordkeeping

The district is required by law to have an asbestos management plan for each school building containing asbestos. The asbestos manager will work with an accredited professional to create, maintain and update the district's asbestos management plans to keep them current with ongoing operations and maintenance, periodic surveillance, inspection, reinspection, and response action activities, as required by law.

Each management plan must contain a true and correct statement, signed by the asbestos manager, that certifies that the district's responsibilities under the law have been or will be met.

Copies of the management plans will be available in the superintendent's office and in the individual school building covered by the plan. If all ACM has been removed from a building, the district will retain the records for six years.

Inspections, Reinspections and Sampling

All buildings the district owns, leases or otherwise uses must be inspected for asbestos. The asbestos manager will coordinate an inspection for any new school building prior to use, unless it is an emergency situation. In an emergency, the inspection will occur within 30 days of use.

At least once every three years after a management plan is in effect, the asbestos manager will coordinate a reinspection of all friable and nonfriable known or assumed ACM in each school building.

All inspections and reinspections will be done by an accredited inspector and conducted as required by law. The inspections and reinspections will include the collection of samples that will be analyzed by accredited laboratories, as required by law. The inspector will provide a written report to the asbestos manager for inclusion in the district's asbestos management plan.

Response Actions

The asbestos manager will arrange for an accredited person to review the results of each inspection, reinspection and assessment and make recommendations to the superintendent on appropriate district response actions to protect students, staff and the environment from friable asbestos. The district will take immediate action to preserve the safety of students and others using the district's buildings when necessary or required by law.

At the conclusion of any action to remove, encapsulate or enclose ACM or material assumed to be ACM, the asbestos manager will visually inspect each area to determine whether the action has been properly completed. Unless the project is of a small scale or short duration, the asbestos manager or designee will collect air samples to be analyzed for asbestos using laboratories approved as required by law.

Surveillance

At least once every six months after a management plan is in effect, the asbestos manager or designee will conduct periodic surveillance in each school building that contains ACM or is assumed to contain ACM.

Each person performing periodic surveillance shall:

1. Visually inspect all areas that are identified in the management plan as ACM or assumed to contain ACM.
2. Record the date of the surveillance, the name of the person conducting the surveillance and any change in the condition of the materials.
3. Submit to the asbestos manager a written report, which will be included in the district's management plan.

Warning Labels

The asbestos manager or designee shall attach a warning label immediately adjacent to any friable and nonfriable ACM and suspected ACM assumed to be ACM located in routine maintenance areas at each school building. All labels will meet the requirements of the law, shall be prominently displayed in readily visible locations and shall remain posted until the ACM that is labeled is removed.

Information and Notification

The district will annually provide written notification to parent/guardian, teacher and employee organizations of the availability of management plans. In the absence of any such organizations, the district will provide notice to parents/guardians, teachers and employees of the availability of management plans. The district will annually notify employees and other persons working in the building that has asbestos and parents/guardians and students about inspections, response actions and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress.

Short-term workers, such as independent contractors, who may come in contact with asbestos in a school building will be provided information regarding the locations of ACBM and suspected ACBM assumed to be ACM.

Operations, Maintenance and Repair Program

The district will implement the following program whenever any friable ACBM is present or assumed to be present in a school building so that ACBM is maintained in good condition, asbestos fibers are cleaned and the further release of asbestos fibers is prevented.

Worker Protection and Training

All members of the district's maintenance and custodial staff who may work in a building that contains ACBM will receive awareness training of at least two hours, regardless of whether they are required to work with ACBM. New custodial and maintenance employees shall be trained within 60 days after commencement of employment. Training shall include, but not be limited to:

1. Information regarding asbestos and its various uses and forms;
2. Information on the health effects associated with asbestos exposure;
3. Locations of ACBM identified throughout each school building in which the staff work;
4. Recognition of damage, deterioration and delamination of ACM; and
5. The name and telephone number of the district's asbestos manager.

Maintenance and custodial staff who conduct any activities that will result in the disturbance of ACBM will also receive an additional 14 hours of training that will include, but not be limited to:

1. Descriptions of the proper methods of handling ACBM;
2. Information on the use of respiratory protection and other personal protection measures;
3. The legal requirements for cleaning and maintaining asbestos materials; and
4. Hands-on training in the use of respiratory protection, other personal protection measures and good work practices.

Maintenance and custodial staff who have attended asbestos training approved by the Environmental Protection Agency (EPA) or received equivalent training for operation, maintenance and periodic surveillance activities involving asbestos shall be considered trained for the purposes of this section.

Cleaning

Unless the building has been cleaned using equivalent methods within the previous six months, all areas of a school building where friable ACBM, damaged or significantly damaged thermal system insulation ACM, or friable suspected ACBM assumed to be ACM are present shall be cleaned at least once after the completion of the inspection and before the initiation of any response action according to the following procedures:

1. HEPA vacuum or steam clean all carpets;
2. HEPA vacuum or wet clean all other floors and all other horizontal surfaces; and

3. Dispose of all debris, filters, mopheads and cloths in sealed, leak-tight containers.

The management planner used by the district shall make a written recommendation to the district on whether additional cleaning is needed and, if so, the methods and frequency of such cleaning.

Operations and Maintenance Activities Disturbing Friable Asbestos

Whenever operations and maintenance activities disturb friable ACBM, district employees will:

1. Restrict entry into the area by persons other than those necessary to perform the maintenance project, either by physically isolating the area or by scheduling;
2. Post signs to prevent entry by unauthorized persons;
3. Shut off or temporarily modify the air-handling system and restrict other sources of air movement;
4. Use work practices or other controls, such as wet methods, protective clothing, HEPA vacuums, mini-enclosures and glove bags, as necessary to inhibit the spread of any released fibers;
5. Clean all fixtures or other components in the immediate work area; and
6. Place the asbestos debris and other cleaning materials in a sealed, leak-tight container.

The response action for any maintenance activities disturbing friable ACBM, other than small-scale, short-duration maintenance activities, shall be designed by persons accredited to design response actions and conducted by persons accredited to conduct response actions.

Fiber Release Episodes

When an incident occurs where asbestos fibers are released, district employees will take the following actions.

When less than three square or linear feet of friable ACBM falls or is dislodged, district employees will:

1. Thoroughly saturate the debris using wet methods;
2. Clean the area as prescribed in the asbestos management plan or other plan developed by an accredited person;
3. Place the asbestos debris in a sealed, leak-tight container; and
4. Repair the area of damaged ACM with asbestos-free materials or implement the appropriate response action as determined in the asbestos management plan.

When friable ACBM exceeding three square or linear feet falls or is dislodged, district employees will:

1. Restrict entry into the area and post signs to prevent entry into the area by persons other than those necessary to perform the response action;
2. Shut off or temporarily modify the air-handling system to prevent the distribution of fibers to other areas in the building; and
3. Follow the response action that has been designed by a person accredited to conduct asbestos response actions.

Food Service Management (Policy EF)

The food service program provided by the school district is designed to provide nutritious school meals, snacks and milk to district students in accordance with law. The food service program operates as an integral part of the total school program and contributes to the district's efforts to improve student achievement.

The superintendent, in cooperation with the food service director, is charged with implementing Board policy as it pertains to the school food service program and making recommendations to the Board about the program and

food service personnel. Food service personnel in the schools will be directly responsible to the food service director.

The school food service program will comply with all applicable laws, ordinances, rules and procedures pertaining to health, sanitation, storage and the service of foods. The district will meet all state and federal requirements necessary for participation in school meal programs. The principal of each school shall administer the food service program in his or her school. Each building principal is responsible for ensuring a safe dining environment and coordinating the food service program with instructional activities and other school and district programs as appropriate.

The food service director is responsible for ensuring that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district meet the nutrition standards established by the U.S. Department of Agriculture (USDA). The food service director will maintain records verifying that all foods meet required nutrition standards or will document any applicable exemption. (Policy-ADF)

Meal Prices and Charges

Meal prices shall be established annually by the Board of Education in accordance with law.

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in administrative procedures.

Contracted Food Services

The district will contract with a third party to administer its meal services if the Board, after consultation with the superintendent, determines it is in the best interest of the district and its students to do so. Contracted food services will be bid in accordance with state and federal law and Board policy.

Nondiscrimination Statement

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied the benefits of or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the USDA Food and Nutrition Service. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Community Use of Food Service Facilities

Outside organizations that use food service facilities may be charged a fee in accordance with Board policy. The food service director will ensure that supplies provided for the regular food service program, including USDA commodities, are not used by outside organizations.

Food Service Management – Meal Charges (Policy EF-AP1)

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

Notice

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administrators, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook.

Employees

Employees may charge meals only after completing the form provided by the district authorizing the district to withhold the amount of any unpaid charges from the employee's pay. The district will withhold amounts due from meal charges in the pay period immediately after the charges are made. Employees may appeal a deduction for meal charges using the process outlined in policy DLB.

Students

1. A student may not accumulate more than ten unpaid meal charges.
2. Students may not charge à la carte items.
3. A student with money in hand will not be denied a meal even if the student has past due charges.
4. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Alternative Meals

If the district's meal service line is designed to collect payment prior to students receiving food, a student who has accumulated ten unpaid meal charges and is still unable to pay for meals may be provided an alternative meal. Alternative meals will be on the regular serving line and will be available to all students as an alternative to the regular meal. If a student has been provided a regular meal, that meal will not be taken away from the student even if the student should have been provided an alternative meal due to unpaid meal charges.

Interventions

After a student accumulates five unpaid meal charges, the district will encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to a counselor for intervention. The counselor will:

1. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
2. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the situation.
3. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.

4. Provide other resources as applicable.

District employees are mandated by the state of Missouri to report any instances of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

Working with Parents/Guardians

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. Provide timely notification to parents/guardians when account balances run low (when applicable) and each time their student charges a meal.
2. Invoice parents/guardians for unpaid meal charges during the district's monthly billing cycle, in addition to providing notification of outstanding balances by other means.
3. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

Debt Collection

Delinquent Debt

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the costs of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

Bad Debt

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using non federal funds. NSFSA resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs. Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.
2. State and local funds provided to cover the cost of student meals.
3. Local contributions from organizations or individuals.
4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFSA.
5. Revenue from the sale of à la carte items and profits from foods not purchased with NSFSA funds and funded by an account separate from the NSFSA.
6. Revenues from catering or contracting services that operate from an account separate from the NSFSA.

Records

The district will maintain detailed records pertaining to delinquent and bad debt, including:

1. Evidence of efforts to collect unpaid meal charges.
2. Evidence that collection efforts fell within the time frame and methods established by this procedure.
3. Financial records showing when delinquent debt became bad debt.
4. Evidence that funds written off as bad debt were restored to the NSFSA from nonfederal sources.

Free and Reduced- Price Food Service (Policy EFB)

School officials will determine student eligibility for free and reduced-price meals, snacks and milk in accordance with state and federal law. Eligible students will be provided meals, snacks and milk either free or at a reduced price if state and federal resources for school food programs are available. The superintendent or designee may establish rules and procedures as needed to accomplish this goal.

The criteria for determining a student's need and the procedures for securing free and reduced-price meals, snacks and milk for the student will be outlined and publicized each year by the district in accordance with law. The criteria and procedures are established at the state and federal level.

The district will establish a school breakfast program or will adopt a resolution requesting a waiver excusing the district from this requirement, in accordance with law. The resolution, if adopted, will be filed with the Missouri Department of Elementary and Secondary Education.

The students who participate in the free or reduced-price meals, snacks or milk program will not be overtly identified, distinguished or served differently than other students and will have the same choice of meals, snacks or milk as other students. The district may charge all students for à la carte menu items. No person other than employees and contracted food service personnel responsible for the administration of the free and reduced-price meals program will have access to information:

1. Obtained from an application for free or reduced-price meals.
2. Received for the purpose of direct verification.
3. Pertaining to eligibility status for free or reduced-price meals, snacks or milk, unless specifically authorized by law.

The superintendent or designee will investigate whether the district can continue to provide meals to students receiving free and reduced-price meals when schools are closed for an extended period due to an emergency or health crisis. The superintendent or designee will determine whether such a program is practically and financially feasible by consulting with:

1. Food service personnel regarding purchasing and supplies.
2. Facilities staff to determine storage options.
3. Local emergency planners to develop a preparation and delivery system.

The Free and Reduced Meal Application is included in the initial enrollment process for all new students and is available for all returning students online or through a paper form which is sent home with all enrolled students at the beginning of each school year or upon request.

FEDERAL PROGRAMS

Every Student Succeeds Act of 2015 (Public law 114-95)

Parents' Right to Know

According to the Every Student Succeeds Act of 2015 (Public Law 114-95), upon your written request, our district is required to provide to you in a timely manner, the following information:

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

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

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Requests for this information can be obtained by emailing your building principal or the Assistant Superintendent of Personnel. Please expect approximately 5 business days to process your request.

McKinney-Vento Homeless Assistance Act

School District of Washington are required to actively seek and identify students in transition. District staff members are asked to share student homelessness concerns with their administrator and posters are placed in areas that homeless families might frequent. Poster link: http://center.serve.org/nche/pr/er_poster.php.

Title I.A SCHOOL-PARENT-STUDENT COMPACT *As part of the Federal Title I Program we are required to set up a compact between the school, parents, and students stating that we all know and understand our responsibilities as part of our students' educational career. Parents and students should read the complete compact for understanding and responsibility. Submittal of form indicates parent and student agreement.*

Title I.A. – School-Parent-Student Compact

SCHOOL DISTRICT OF WASHINGTON

Kindergarten – 6th Grade

The School District of Washington is pleased to partner with our families to provide an outstanding education. As part of the Federal Title I Program we are required to set up a compact between the school, parents, and students stating that we all know and understand our responsibilities as part of our students' *educational career*. Jointly, we agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities:

The School District of Washington and its staff will:

- Provide a high-quality curriculum in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows;
 - Retain highly qualified principals, teachers and support staff.
 - Provide high-quality instruction, materials, and staff professional development.
 - Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to;
 - Discuss the child's progress/grades during the first quarter.
 - Examine the child's achievement and discuss placement options at the end of the third quarter, as needed.
- Provide parents with frequent communication/reports on their child's progress as follows;
 - Evidence of student learning from the classroom teacher.
 - Mid-quarter reports mailed/emailed or sent home from the school.
 - Quarterly grade cards/reports mailed/emailed or sent home from the school.
 - Parent contact when students are not progressing as expected.
- Be accessible to parents through;
 - Phone calls and/or email.
 - Scheduled consultation/meeting before, during, or after school.
- Provide parents opportunities to participate in their child's classroom activities as follows;
 - Listen to children read.
 - Help with classroom decorations, art projects, etc.
 - Present a program on your culture, a different country, occupation, etc.
 - Assist with holiday programs/parties, educational trips, etc.

Parent Responsibilities:

I, as a parent, will support my child's learning in the following ways:

- Make sure my child attends school every day possible.
- Check that homework is completed and that my child has read or been read to for 20-30 minutes every day.
- Monitor the amount of television watched and technology used.
- Participate in my child's classroom/school when available.
- Be aware of my child's extracurricular time and activities.
- Stay informed about my child's education by checking the Parent Portal, reading all communications from the school and responding appropriately.

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

- Attend school every day possible.
- Be respectful toward others.
- Do my homework every day and ask for help when I need it.
- Read at least 20-30 minutes every day outside of school time.
- Give all notes and information from school to my parent(s)/guardian daily.
- Be responsible with and limit my time spent watching television and using technology.

Parent and Family Involvement and Engagement

The School District of Washington Board of Education believes that engaging parents and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community.

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

Missouri Parent and Family Involvement and Engagement Goals

The Board of Education recognizes the importance of both eliminating barriers that impede parent and family involvement and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a policy to facilitate parent and family involvement and engagement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.

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

Title I Program Parent and Family Involvement and Engagement

District Policy

The district and parents and family members of students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement.

http://www.washington.k12.mo.us/departments/curriculum_instruction_and_assessment/federal_programs

School Policy

School, Parent & Family Engagement Policy Link:

http://www.washington.k12.mo.us/departments/curriculum_instruction_and_assessment/federal_programs

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop and agree upon a written parent and family involvement and engagement policy for the school.

English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

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

Assistant Superintendent of Federal Programs

Maranda.Anderson@sdownmo.org

220 Locust Street

Washington, MO 63090-0357

Phone: 636-231-2005/Fax: 636-239-3315