

# **Jefferson City High School**



**Student Handbook  
2024 - 2025**

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DISCLAIMER — To the extent this handbook conflicts with the Jefferson City, Missouri School Board Association (MSBA) Board Policy, the Board Policy (BP) prevails. Refer to the District website at <https://www.jcschools.us> for more information current policies. The Board Policy Manual can be found at <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=117>. Please refer to the district website for the most current Board Policy.

## SECTION I – INTRODUCTION

To my fellow Jaybirds,

I am honored to be your Student Body President for the 2024-2025 school year. As a community, we are about to embark on a year of growth and unforgettable experiences at Jefferson City High School. Whether you are a new or returning student, welcome! Our journey together promises to be exciting and full of potential. High school is a time to explore who you are and what you're passionate about. Here are some thoughts to keep in mind as you navigate your time at JCHS:

**Be Genuine:** Embrace what makes you unique. Don't hide your passions, values, and quirks to blend in. Whether you're interested in Jay tennis, HOSA, Student Council, or any other extracurricular activities, there's a place for everyone here. Our diversity is our strength, and we create a vibrant, inclusive community.

**Challenge Yourself:** Take Golda Meir's words to heart: "Trust yourself. Create the kind of self that you will be happy to live with all your life". Stepping outside your comfort zone, pushing your academic limits, or participating in school events will shape you. Be passionate and dedicated to everything you pursue. The rewards of hard work and perseverance are limitless.

**Know Your Limits:** While challenging yourself is important, prioritizing your mental health is equally essential. Everyone moves at their own pace. Prioritize your education while also making sure to prioritize your well-being. Balancing schoolwork with self-care is crucial for long-term success and happiness. Don't be afraid to ask for help when needed, and take the time to recharge and reflect.

Most importantly, be an empathic person. Empathy is at the heart of our community at Jefferson City High School. Understanding and supporting one another through both triumphs and challenges is essential. Each of us brings a unique perspective and life experience to our school, making empathy a cornerstone of our interactions. Take the time to listen actively, offer kindness freely, and extend a helping hand to those in need. By practicing empathy, we not only strengthen our bonds but also cultivate a culture where every Jaybird feels valued and understood.

As the 2024-2025 student body, we have the unique opportunity to leave our mark on JCHS. Let's create a legacy filled with memorable events, new friendships, and shared achievements. We are the pioneers of our time, setting the standards for future Jaybirds. What legacy do you want to leave behind?

I am excited to lead and serve such an outstanding group of students during this pivotal time. If you have any questions, or ideas, or just need someone to talk to, don't hesitate to reach out to me at [Jrogers6827@student.schools.us](mailto:Jrogers6827@student.schools.us). Together, let's make this year extraordinary! See you at JC!

Jacqueline Rogers

Student Body President, 2024-2025

## Welcome to the 2024-2025 school year!

WELCOME to a new and exciting year at Jefferson City High School. It is a true honor to serve as your JCHS administrative team. We look forward to watching your journey as a high school student and ultimately preparing each of you for life after you leave JCHS.

Preparing for life after high school is not easy; it means that you must take an active role in your education. We absolutely love helping Jaybirds be successful while at JCHS, but this is the time for you to take responsibility for your journey. Begin asking questions of your teachers, principals and any other staff members. We are here to help you be successful.

We strive to provide environments for students that are conducive to their success: in the classrooms, hallways, common areas, and our community. This year we expect students to be Jay Ready, which includes three very specific expectations: **SAFETY, RESPECT, and RESPONSIBILITY**. While we prepare for this school year, plan to work hard in the classroom to ultimately prepare for life after high school; get involved in student life and activities; and most importantly enjoy every moment of being a Jay!

As your administrators we are committed to encouraging your involvement in both academic growth and in student activities. We hope to provide opportunities that guide your choices in the future, stimulate personal growth, and maximize your individual experience. We hope your time here will set you apart as a productive, positive, and powerful leader in our community, nation, and the world.

As a Jay, we expect students to work hard, do the right thing, hold each other accountable to a higher standard, and help each other achieve success as high school students. Your dedication and hard work WILL pay off later! The staff of JCHS are committed to you as our students. performing better every single day, holding ourselves to a higher standard because we are Jays, and outworking EVERYONE.

Please take special note of the following areas: Jay Ready expectations, Attendance/Tardies, Make-up Work, Parking, and Release from School as there may be changes that affect you. If you have any questions, see one of your teachers, counselors, or principals. Every adult at JC is here to help you have a rewarding experience. As we strive to become a school and district of champions in Missouri, it is important that we align our habits, practices, and philosophies to support our pursuit of an outstanding education that produces outstanding citizens. This handbook will be our guide as we pursue that goal.

Get ready! You are a JAY! We are JAYS! We expect the very best from ourselves in the classroom and in competition! Good luck this year, and GO JAYS!

Sincerely,

The JCHS Administrative Team

## BRIEF HISTORY OF JEFFERSON CITY HIGH SCHOOL

The history of a high school may be recorded with a combination of factors such as enrollments, staff, grade divisions served, educational programs, and facilities. Students in grades nine through twelve have attended classes in several different facilities and with a variety of grade level combinations throughout the history of the school district.

Although the school district was established in 1838, it was on September 11, 1905, when the first "separate high school building" designated as Jefferson City High School was opened. The school was located in the 500 block of East Miller Street and enrolled in grades seven through twelve. In 1914, the name of the building was changed to Ernst Simonsen High School. Upon completion of construction of a new building in 1926 in the 200 block of East Miller Street (Miller Performing Arts), grades ten through twelve and a junior college program occupied that facility. The beginning of the 1926-27 school year marked the first time that the district operated a junior high school enrolling grade seven through nine. That grade grouping remained in effect for the next nineteen years. The High School-Junior College building housed the junior and senior classes and the two-year junior college program until the close of the 1957-58 school term when the junior college division was discontinued. Grade ten was then returned to that facility.

Grades ten through twelve were located at the Jefferson City Senior High School in the 200 block of East Miller Street from 1958 until the present Jefferson City High School opened on January 22, 1964. At that same time, students in grade nine were transferred from Simonsen Junior High to the building vacated by grades ten through twelve, and the facility for ninth graders was named Freshman High School. That division of grades was in effect until grade nine was transferred to the present high school complex in January of 1976 upon occupancy of the Nichols Career Center. The Center was named in honor of Mr. Joe Nichols, Jr., who served the district in various administrative capacities from 1945 to 1978, with the last twenty-two years as Superintendent of Schools. Even though several vocational education offerings were already available in the curriculum, a significant expansion of that program occurred when the Nichols Career Center was first occupied in January of 1976. In 1994 Lewis and Clark Middle School and Thomas Jefferson Middle School were built and the ninth grade class moved back to what is now known as Simonsen 9th Grade Center until 2019. In 2020, Jefferson City High School became a 9-12 facility.

No history of Jefferson City High School could be recorded without reference to some of the long-standing traditions and organizations that enrich the experiences and lives of students. Although there are several co-curricular and extracurricular activities in which large numbers of students participate each year, and which have been vital parts of Jefferson City High School for many years, it is not practical to attempt to mention all of them. Because of the number of students and staff members who are involved each year, and of the many years during which each event has been such a memorable part of life at "JC", three of the "traditions" are mentioned. Capitol Caroling has been a major annual event in the lives of students as well as of the entire community, for more than 80 years. Another significant event each year that has involved many students, staff members, alumni, and community is homecoming. Finally, the spirit of "JC" is developed, in great measure, and promoted by an enthusiastic and large number of students.

### ALMA MATER

Sing praise to our alma mater, true to her we'll  
ever be: The Red and Black will always wave  
over JC, JC. All hail! All hail! Keep her colors  
high above:

Our honor and devotion pledge to thee whose name we  
love.

### FIGHT SONG

**On Jeff City! On Jeff City!**

Plunge right thru that line!

Run the ball clear

'round Columbia;

A touchdown sure this time!

**On Jeff City! On Jeff City!**

Fight on for her fame.

Fight, fellow!

Fight! Fight! Fight!

We'll win this game.

## Principal/Counselor Directory

Counselor/Principal	Assignment by Last Name
Lauren Winemiller/Dr. Deanne Fisher and Julie Bryan	A-B (Fisher) and C-E (Bryan)
Amanda Pax/Dr. Jordan Chapman	F- K
Jamie Kennedy/ Steve Walker	L - R
Erin Gehlert/Dr. Jaime Schulte	S - Z
Carrie Welch	Director of Counseling Services

### Notifications of Publications and Federal Education Rights and Privacy Act (FERPA)

#### Student Handbook

The School Handbook was prepared for the purpose of giving information about the school to the students, parents, faculty and others living in the Jefferson City School District.

#### Yearbook

The yearbook portrays student life each year. A fee for each copy will finance the yearbook. It is intended for the enjoyment of all those who wish to recall memories of the school year.

#### Activity Participation Agreement

A handbook outlining rules and consequences of any extra-curricular activities is given to each participant and must have the signature page returned before a student is eligible to participate. A copy of activity participation rules and guidelines is located on the Jefferson City Activities website.

#### Student Recognition/Club Recognition

There are periodic media publications listing honor roll students and athletes selected for post-season honors.

#### Permission to Video/Computer Access Agreement

These agreements will be provided at registration during the student's first school year. Unless it is necessary to make other arrangements, these documents will be used annually by the Jefferson City School District. It is the responsibility of the parents to make the necessary changes and inform the Jefferson City School District immediately.

## SECTION II – ATTENDANCE

(JCSJ Board Policies GBCBC, JC, JEA, JEA-AP(1), JED, JED-AP1 and 2)

Regular attendance is important for your academic success; research has shown a direct connection between attendance and academic success. You are expected to attend school regularly and to be on time for the beginning of each class period. The JCHS staff supports families and the effort to have good attendance. One tool we will utilize is an automated call home to inform parents of absences. The state of Missouri mandates that 90% of students are in attendance at least 90% of the time.

### **ABSENCE NOTIFICATION**

Parents/guardians should notify the school if an absence will occur. The reporting procedure is:

- Contact the HS attendance office at 659-3050 from 8:10-4:00 (voicemail is no longer an option for absence reporting).
- E-mail [attendance.jchs@jcschools.us](mailto:attendance.jchs@jcschools.us).
- Fax (573-659-3117) or provide medical or court documents for excusing an absence.
- Contact your student's principal by phone or email if an absence will be for three or more days in a row.

### **ACTIVITY PARTICIPATION**

Students must be in school the entire day to be eligible to participate in any student activities scheduled on that day (practice or competition). The following is an excerpt from MSHSAA By-Law 212: If a student misses classes without being excused by the principal or his/her designee, the student shall not be considered eligible to participate on that date. Further, the student cannot be certified eligible to participate on any subsequent date until the student attends a full day of classes. (SEE ACTIVITIES section for details).

### **CLASSIFICATION OF ABSENCES**

Absences will be designated as Documented Excused, Not Documented Excused, or Unexcused.

Documented Excused absences include:

- Authorized school activities
- Illness or appointment verified in writing by a medical professional.
- Court appearances verified in writing by the court.
- Funerals (immediate family)
- Pre-scheduled College Visits
- Cases specifically approved by the building principal

**Parent notification of an absence is considered “Not Documented Excused”.** Excessive Not Documented Excused and Unexcused absences will result in a loss of makeup privileges.

### **HOMEWORK AND MAKE-UP WORK PROCESS AND PROCEDURES**

Students who are absent will be expected to complete all work, including, but not limited to: exams, assignments, papers, projects, quizzes, etc.

All teachers will establish procedures for make-up/late work and assessments in their classrooms. The procedures will be communicated with students and parents. It is the student’s responsibility to familiarize themselves with make-up procedures and deploy them in the event of an absence. In the spirit of producing responsible and diligent young adults, students are expected to adhere to all due dates and processes for school work.

The following expectations can be expected in each classroom at JCHS regarding making up work and/or assessments:

- **Make Up/Late Work:**
  - Attendance is not tied to make-up work.
  - All make up work must be turned into their teacher before the unit test.
- **Assessment Expectations:**
  - Teachers will communicate with students and parents via email, in person, or phone about the missed assessment.
  - Teachers will communicate a reasonable deadline to make up the assessment.
  - If the deadline is not met, students will receive a zero/missing on the assessment.

### **PART-TIME STUDENTS AND STUDENTS WITH OFF-CAMPUS ASSIGNMENTS**

Students are to leave school grounds immediately following their last block unless under the supervision of school personnel. Late starting and part-time students are to remain in the main entrance vestibule until the bell rings for passing time. Students should not remain in vehicles once on school group

## **TARDIES**

An effective tardy policy must be designed to make the most efficient use of the instructional day for all students. To this end, having students in class is key to educational success. To encourage students to be on time to class, and discourage time out of class, the following tardy procedures for Jefferson City High School will be utilized:

### **Hall Sweep Procedure**

Students who are processed through tardy sweeps will report to the designated area to get a pass to class.

Students must show a valid school ID when reporting to the designated area. Teachers who are on plan time will sweep students to specific locations by floor.

Students will report to class with a specific tardy pass from the sweep process. Classroom teachers are to collect the pass upon student entry. Teachers, who are concerned with the discrepancy in the allotted time between process and return to class, should contact administration.

**\*\*\*There are no passes out of class for the first 10 minutes of each period. The exception is not the rule; therefore, professional discretion will be used for extenuating circumstances.**

### **Tardy Response**

Tardies will be tracked weekly.

Students are tardy if they are not in the room when the bell rings.

- Tardy Count 1-3 (Warning)
- Tardy Count 4 - 6 (1 Detention for each of the Internal tardies and contact home)
- Tardy Count 7 (Saturday School)
- Tardy Count 8 or more (ISS and loss of privileges)

### **Hall Sweep Response**

Action taken during tardy sweeps to encourage on time behavior will be as follows for each 9-week term. If a student receives 3 tardy sweeps in a week they will receive 2 days of ISS.

## SECTION III – ACADEMICS

### **A+ SCHOOL STUDENT FINANCIAL INCENTIVE PROGRAM** (JCSD Board Policy IKA)

The Department of Elementary and Secondary Education designates Jefferson City High School as an A+ High School. This program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. To be eligible, students must:

- Be a U. S. Citizen, permanent resident, or lawfully present in the U.S.
- Sign an A+ Agreement Form with your high school prior to graduation.
- Attend a designated A+ School for two years and graduate from such a school. (If one of your parents is a member of the military on active duty or has retired from the military and relocated to Missouri within one year of their retirement, you are exempt from this requirement. However, you must attend an A+ designated high school and meet all of the other high school eligibility requirements.)
- Graduate with an overall grade point average of 2.5 or higher on a 4.0 scale.
- Have at least a 95% attendance record overall for grades 9-12.
- Perform at least 50 hours of unpaid tutoring or mentoring, of which up to 25% may include job shadowing.
- Maintain a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol.\*
- Have achieved a score of proficient or advanced on the Algebra I end-of-course exam. If you meet all of the eligibility requirements except the end-of-course exam requirement, you may establish eligibility by achieving a qualifying score on the mathematics component of the ACT test. You may achieve the qualifying score as a high school or postsecondary student. If you achieve the score as a postsecondary student you may be eligible for an award in the same term that you take the test. The Missouri Department of Higher Education will announce the qualifying ACT scores annually. For 2023-2024 school year: A score of 17 on the math ACT with a cumulative GPA of 2.5, a score of 16 on the math ACT with a cumulative GPA of 2.8 or a score of 15 on the math ACT with a cumulative GPA of 3.0 will meet the assessment requirement for A+. The scores have not yet been set for the 2024-2025 school year, however, no changes are anticipated.

The tuition incentive will be made available only after the student has made a documented good faith effort to first secure all available post-secondary student financial assistance funds that do not require repayment. The tuition incentive will only be made available to reimburse the unpaid balance of the cost of tuition and fees.

The student financial incentive program is dependent upon Jefferson City High School maintaining A+ designation and the Missouri Department of Higher Education receiving the state appropriation from the Missouri General Assembly.

\* Per school board policy, any student who receives an out-of-school suspension during the four-year period will be ineligible for A+.

**Contact Lauren Winemiller, A+ Coordinator, 659-3050 or [lauren.winemiller@jcschools.us](mailto:lauren.winemiller@jcschools.us), if you have further questions. For more information, please visit the JCHS A+ website (<http://www.jcschools.us/domain/38>) or the Missouri Department of Higher Education A+ website. (<http://dhewd.mo.gov/ppc/grants/aplusscholarship.php>)**

### **ACADEMIC INTEGRITY**

Whenever a student is observed or suspected of cheating, the teacher shall collect the student's work, call the student's parent, and conference with administration to determine a plan of action with the teacher. Academic and disciplinary consequences are outlined further within the Jefferson City student code of conduct guidelines.

### **ACADEMIC PLANNING GUIDE**

Each school year the Jefferson City School District develops the Academic Planning Guide. The guide provides descriptions of courses offered and other pertinent information to a student's academic success including: potential prerequisites, course requirements, and/or unique obligations for individual courses.

(<https://www.jcschools.us/domain/3321>)

### **ACHIEVEMENT LIST**

All Students earning a B average on term coursework during each individual term will be eligible for the achievement list. Part-time and homebound students are eligible. Students may fail a class and still be eligible. E2020 coursework will be included in GPA calculation. *The achievement list will be calculated, posted at the school, updated on the website and provided to local news outlets.*

Honor Roll	Minimum GPA
A	3.667
B	3.000

### **ASSESSMENTS IN PREPARATION FOR POSTSECONDARY EDUCATION AND WORK OPPORTUNITIES.**

The district encourages students to prepare for postsecondary education or work opportunities prior to graduation from the district. District staff will require students to take assessments necessary for pursuing postsecondary education, career training and employment. All students are required prior to graduation to have a CCR (Career and College Ready) exam on file.

Per Board Policy IKF, all students must take the following:

- All required end-of-course (EOC) exams. (DESE Graduation Guidance)
- A DESE-approved measure of college and career readiness (CCR) such as ACT, Accuplacer, COMPASS, WorkKeys or ASVAB.

### **COMPREHENSIVE FINAL EXAMS/PROJECTS POLICY**

Students will be expected to be in attendance and complete all comprehensive final examinations and/or projects. Comprehensive finals will be no less than 10% and no more than 15% of the student's final grade. Students wishing to take comprehensive finals early must have prior approval from administration.

### **CREDIT RECOVERY**

The E2020 program offers students an opportunity to recover credit for failed classes. This program is internet-based and allows students to work independently at their own pace. Students will be able to complete work both at school and outside of school.

### **DIPLOMAS**

Students may earn a standard diploma or a college preparatory certificate. The standard diploma will require **25** credits for graduation including credits required by the State Board of Education. The college preparatory certificate will require credits by the State Board of Education and includes four credits of English, mathematics, science and social studies; two credits in world language; a cumulative grade point average of 3.5 or higher; and a rating of proficient or advanced on two of three EOC tests administered at the high school level.

\*\*Students who demonstrate achievement of the standards of excellence in one or more subject areas will have the opportunity to earn a departmental "Seal of Excellence" award. Information regarding the Seal of Excellence requirements, as well as specific departmental requirements can be found in your Academic Planning Guide.

### **END OF COURSE EXAMS EOC'S/College and Career Readiness**

End of Course Exams will take place at the completion of the following courses: Algebra 1, Algebra II, English II, Government, and Biology. Any student classified as a virtual, homebound and/or a part-time student is required to take the EOC test and/or tests as well. As part of the Department of Elementary and Secondary Education testing program, all Juniors will take either the ACT, Accuplacer, or ASVAB as decided upon by the student and family based on the student's post secondary plan. The Pre ACT is given to any sophomore interested as a practice test for the ACT and will provide a student with a predicted ACT score.

### **GRADE LEVEL CLASSIFICATION**

Once entering the 9<sup>th</sup> grade, a student's grade level is classified by the number of credits earned. In order to advance to the next grade level, a student must earn the minimum credits by the end of the summer school session for the current school year. Below are the grade classification requirements:

**Class Prior to beginning of year**

Credits necessary to be a sophomore	6
Credits necessary to be a junior	12
Credits necessary to be a senior	18
Credits necessary to Graduate	25

**GRADE POINT AVERAGE:**  $\text{SUM}(\text{GPA Value} \times \text{GPA Weight}) / \text{SUM}(\text{GPA Weight})$

SUM (GPA Value for A * GPA Weight for A)	$(4 \times 1) + (4 \times 1) + (4 \times 1) + (4 \times 1) + (4 \times 1) = 20$
SUM of GPA Weights for A	$1 + 1 + 1 + 1 + 1 = 5$
Calculate GPA	$20/5 = 4.0 \text{ GPA}$

**GRADE REPORTING**

A progress report of grades will be issued periodically throughout the semester. *The 9-week grade reports are an accumulation of grades through the term and are intended to reflect the total amount of work completed to that period of time.* ALL GRADES ARE INCLUDED IN THE CLASS RANK AND Achievement List.

Term/semester grades are entered in the student’s permanent record. The following grade scale is used:

Letter Grade	%	GPA	GPA for AP Weighted Courses	GPA for Pre AP Weighted Courses
A	93 – 100	4.000	4.333	4.166
A-	90 – 92	3.667	4.000	3.833
B+	87 – 89	3.333	3.667	3.499
B	83 – 86	3.000	3.333	3.166
B-	80 – 82	2.667	3.000 Advanced Placement (AP) The weight will be 0.333. Only grades of B- and above will be weighted.	2.503 Advanced Placement (Pre-AP) will have a 0.166 weight. Only grades of B- or above will be weighted.
C+	77 – 79	2.333		
C	73 – 76	2.000		
C-	70 – 72	1.667		
D+	67 – 69	1.333		
D	63 – 66	1.000		
D-	60 – 62	0.667		
F	59 & Below	0.000		

**GRADUATION (EARLY)** (JCSD Board Policy IKFA)

Students who wish to graduate early must have successfully completed a minimum of six semesters at the secondary level and will be required to meet with a guidance counselor and submit written notification to the principal. The counselor will notify the student’s parents or guardians of the student’s decision if the student is a dependent. The student will receive a diploma if the student has met the Jefferson City School District’s graduation requirements.

Any exception to the minimum six-semester completion requirement of early graduation must be granted by the Board of Education.

The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies, but will be considered an alumni for all other activities.

Students who fail to complete their plan for early graduation and must return the following semester will be required to participate in a full academic schedule as outlined in board policy and campus procedures; the principal or designee must approve any exception.

In the event of discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence

## **GRADUATION REQUIREMENTS**

## **BOARD POLICY: IKF**

### **Requirements**

A student must meet the following requirements in order to graduate from the Jefferson City School District, unless otherwise exempted. The student must:

1. Complete a total of 25 credits, including credits required by the State Board of Education.  
To earn one unit of credit, a student must meet all the course requirements and earn a passing grade in a course that meets for at least 7,830 minutes a year or successfully complete a MOCAP course or an approved virtual course. Half and quarter units of credit may be earned for courses meeting proportionally fewer minutes.
2. Pass the Missouri and U.S. Constitution exams. (§§ 170.011, RSMo.)
3. Successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.)
4. Pass an American civics exam starting with the 2017–18 ninth-grade class (Class of 2021). (§ 170.345, RSMo.)
5. Participate in 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. (§ 170.310, RSMo.)
6. Take the following:
  - All required end-of-course (EOC) exams. (DESE Graduation Guidance)
  - A DESE-approved measure of college and career readiness (CCR) such as ACT, Accuplacer, COMPASS, WorkKeys or ASVAB.
7. Have earned credit in the Jefferson City School District's educational program between the ninth and twelfth grades.

### **Exceptions**

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's individualized education program (IEP). Any specific graduation requirement may be waived if recommended by the student's IEP team. (DESE Graduation Guidance)
2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and may have some graduation requirements waived depending on the circumstances. (DESE Graduation Guidance)  
Eligibility for graduation of students enrolling after their seventh semester shall be determined by the high school administration, based upon the standards established above and in policy JECC.
3. The district will waive the requirement to:
  - Pass examinations on the provisions and principles of American history, American institutions and the Missouri and U.S. Constitutions for students who transfer from a school outside Missouri if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government and the electoral process. Such instruction must have been completed in grades 9–12. The district will waive the requirement to pass a civics examination when recommended by the student's IEP team. (§ 170.011, RSMo., DESE Graduation Guidance)
  - Take a DESE-approved measure of CCR for students who transfer in from another district if the student transfers in during their senior year or at the discretion of the superintendent or designee.
4. Graduation requirements for foster care students will be modified or waived in accordance with law and board policy IGBE. (§ 160.1990, RSMo.)
5. Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district may have graduation requirements modified or waived in accordance with law. (§ 160.2000, RSMo.)
6. Eligible students who successfully complete the Missouri Option Program will be awarded a high school diploma. (5 C.S.R. 20-500.330)

### **Earning Credit, Substituting Credit and Alternatives**

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to students who transfer from a district that uses a different standard for awarding credit.
2. The Jefferson City School District recognizes units of credit obtained through accredited schools and school districts, including credits earned through courses delivered primarily through electronic media, such as online

courses. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations. (§ 161.670, RSMo., DESE Graduation Guidance)

3. Students may earn advanced-standing credit by successfully completing high school-level courses prior to entering the ninth grade. Advanced-standing credit will be counted toward meeting all graduation requirements, including state minimum requirements. (DESE Graduation Guidance)
4. The district may waive up to one unit of academic credit in English language arts, mathematics, science and social studies, whichever is most appropriate, for students who successfully complete an eligible career/technical program. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (DESE Graduation Guidance)
5. In addition to the waiver of credit above, a student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made for courses that require an end-of-course assessment. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (§ 170.017, RSMo.)
6. The district may allow a student to fulfill one credit of any district-required mathematics, science or practical arts unit with a district-approved computer science course if the student has taken or is on track to take all courses that require end-of-course examinations for math and science. The district will notify all students relying on this provision that some institutions of higher education may require four units of academic credit in mathematics for college admission. The district will require the parent, guardian or legal custodian of each student to acknowledge in writing that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions. (§ 170.018, RSMo.)
7. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)
8. Students may earn credit by other means as approved by the board and in accordance with law.

### **Advanced Placement at the College Level**

Although it is neither the purpose nor intent of the secondary schools to offer instruction in courses at the college level of difficulty, there are certain curricular areas in which a student might begin a sequence of courses whose completion would possibly eliminate an introductory college course or enhance the student's standing in other courses when he or she enters a college or university program. Such would pertain in the secondary division in the areas of mathematics, science, English, modern foreign languages, specific skills in business education, and social studies.

Any advanced placement at the college level would be determined in keeping with policies of the institution that the student enters.

### **Diplomas and Certificates**

Students who complete the district's graduation requirements or are otherwise entitled to a diploma in accordance with law and district policy will receive a district diploma.

Students may earn a standard diploma or a college preparatory diploma. The standard diploma will require credits as specified herein above, including credits required by the State Board of Education. The college preparatory diploma will require credits as set forth herein above for the standard diploma, including credits required by the State Board of Education and include four credits in English, mathematics, science and social studies; two credits in foreign language; a cumulative grade point average of 3.5 or higher; and a rating of proficient or advanced on two of three Missouri Assessment Program tests administered at the high school level.

### **District Diploma for Coursework Completed in Other Districts**

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not

complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where a foster student transfers from the district to another school or district or a student in the household of an active duty member of the military transfers to another district, in accordance with law. (§§ 160.1990, .2000, 167.019, RSMo.)

### **Diplomas from Other Districts**

Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of or during their senior year and who will not meet the graduation requirements of the district by the end of the senior year may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (§ 160.2000, RSMo.)

Foster care students who enroll in the district at the beginning of or during their senior year who cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, may receive a diploma from the previous school attended if they are eligible to receive a diploma from the previous school. (§ 160.1990, RSMo.)

### **Certificate of Attendance**

Students with disabilities who reach age 21 or otherwise terminate their education and who have met the district's attendance requirements but have not completed the requirements for graduation may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

### **Career and Technical Education Certificate**

In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education. (§ 170.029, RSMo.)

### **Seal of Biliteracy**

The district may award a Missouri Seal of Biliteracy to students who have attained proficiency in English and at least one other language before high school graduation in accordance with rules established by DESE.

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

### **HOMEBOUND INSTRUCTIONAL SERVICES** (JCSD Board Policy ECA)

Homebound education is determined by school-district personnel following submission and approval of a completed application. Students should not be on school property during the school day unless they are under the direct supervision of school staff.

### **HOME SCHOOLING**

JCSD Board Policy IGBI

In lieu of regular attendance in the Jefferson City School District, a child may be excused from compulsory school attendance if the child is provided with home schooling as authorized by Missouri law. Any alleged violation of compulsory education law shall be referred to the prosecuting attorney of the county where the child legally resides.

### **INFINITE CAMPUS/GRADE TRACKING**

Jefferson City High School maintains student grades through the web-based student information management system, Infinite Campus. Parents/Guardians and students may track academic progress by accessing Infinite Campus through the Parent Portal. Information to access the Parent Portal can be found on the district website at <https://jeffersoncitymo.infinitcampus.org/campus/jeffersoncity.jsp>. Jefferson City High School will NOT be mailing home hard copy progress reports during the 2017-2018 school year.

### **ONE-TO-WORLD TECHNOLOGY**

Jefferson City High School is a one-to-one technology school. Each student is issued a school electronic device to be used to enhance instruction in the classroom. Specific instructions and regulations for use of devices can be found in the "[One-to-World Handbook](#)" available in the administrative offices and on the district website. Students are expected to have the school issued device available and ready to use as directed by teachers and teaching staff on a daily basis.

### **RECOGNITIONS/SCHOLARSHIPS/AWARDS**

Students at JCHS are eligible for a variety of recognitions, scholarships, and/or awards. Please refer to your Academic Planning Guide or speak with your counselor to find more information.

### **SCHEDULE CHANGE PROCEDURE**

A student's schedule will be changed for the following reasons:

- Computer error;
- Prerequisite courses not met;
- Duplicate credit;
- Educational team has the ability to change schedules in the event a student has been misplaced.

Requests for class changes will NOT be considered for the following reasons:

- Change of student interest;
- Negative effect of course grade on GPA
- Unnecessary for graduation

Beginning on the first school day in December students may request changes for the second semester. All changes must be made prior to the beginning of the semester.

In the event that a schedule change is considered, a withdrawal-fail for the portion of the credit they elected not to complete will be recorded on the student's transcript. In consideration, additional information will be considered including the student's academic effort using the following (but not limited to) criteria: Has the student spoken with the teacher, collaborated on a plan to be successful, and followed the plan? Has the student made an effort to complete all assignments, projects, and tests for the course? Has the student taken advantage of any/all retesting options available to him/her? Has the student attended tutoring? Have the student's academic efforts been commensurate with the level of difficulty the student is encountering?

### **SCHOOL ISSUED TECHNOLOGY (JCSJ Board Policy EHB)**

Students are issued devices that they are responsible for keeping charged and must bring to school daily. If a student forgets their device or it is not charged, the student may go to the Tech Center to get a loaner for the day or a block. Students may checkout a loaner up to 2 times a week. The loaner devices may not be taken home. Students are required to use all technology checked out to them within the parameters of district technology usage policy. If the school issued device is damaged or lost, the student will be charged the deductible through the one2onerisk.com. It is the students' responsibility to report lost or stolen devices to the Tech Center immediately.

### **TEXTBOOKS**

Textbooks are loaned to students. Textbook numbers are recorded each term by the teachers, and the student is responsible for the care of the books checked out to him/her and should not share or loan his/her book(s) to other students. The student will be charged the replacement cost for lost or damaged books or property. Questions should be referred to the designated assistant principal.

### **WITHDRAWAL FROM SCHOOL**

When moving to another community or withdrawing from school with no intention of returning, you must contact your counselor. It is necessary for all books and materials that belong to JCHS including technology and IPADS be returned or you will receive a bill for those materials



## SECTION IV – ACTIVITIES

[www.jeffersoncityjays.com](http://www.jeffersoncityjays.com)

### **ACTIVITY PARTICIPATION** (JCSJ Board Policies JEA and JED)

Students must be in school the entire day in “regular” class, ISS/SSC is not considered 'regular' classes, to be eligible to participate in any student activities scheduled on that day (practice or competition). The following is an excerpt from MSHSAA By-Law 2.12: If a student misses classes without being excused by the principal or his/her designee, the student shall not be considered eligible to participate on that date. Further, the student cannot be certified eligible to participate on any subsequent date until the student attends a full day of classes.

#### **\*\*Notification Procedures\*\***

- A student or parent may make arrangements for an absence prior to by calling or emailing the Activities Office at 659-3065 or jim.bohannan@jcschools.us It is at the Activities Director or Principal’s discretion as to whether an absence will be approved for eligibility purposes.
- Students called out from assemblies will not be given approval.
- Notifications the day of an absence may not be approved.

### **CITIZENSHIP STANDARDS FOR SCHOOL ACTIVITIES**

Students wishing to have the privilege to participate in and/or attending school activities must abide by the following:

1. Students must be considered a credible citizen and in good-standing within the classroom, school and community.
2. Students must be drug, alcohol, and tobacco-free.
3. Students must display good sportsmanship at all times.
4. Students are encouraged to support their activity through regular attendance, active participation and proper conduct.
5. Students shall abide by all rules and guidelines established by club, organization, or team constitution or charter.

Students failing to meet these standards are subject to removal from participation in and/or attendance at school activities. In addition, a student’s actions or behaviors may result in school discipline.

#### **\*\*MSHSAA Citizenship Requirements\*\***

- A student who commits an act for which charges may be or have been filed by law enforcement authorities under any municipal ordinance, misdemeanor or felony statute shall not be eligible until all proceedings with the legal system have been concluded and any penalty (jail time, fine, court costs etc.) or special condition of probation (restitution, community service, counseling, etc.) has been satisfied.
- Each student is responsible to notify the school of any and all situations that would affect his/her eligibility under the above standard. If the student does not notify the school of the situation prior to the school’s discovery, then the student shall be ineligible for up to 365 days from discovery pending review by the Board of Directors

### **CLUBS, ORGANIZATIONS & TEAMS**

JCHS has many clubs and organizations in which students can be involved and we encourage each student to take part in areas that interest them. Those opportunities exist to provide a more enriching high school experience. Your involvement will help you enjoy high school more and the experiences will help further prepare you to be successful in the years to come. Any teacher, principal, or counselor will be glad to discuss options that you may wish to consider. We hope you take part in at least one organization outside of class. You will be glad you did.

\*Certain clubs/ organizations may be building specific with certain criteria.

\*All flyers and posters from clubs, organizations and teams must be approved by the activities department. Posting procedures will be explained as part of the approval process.

## **CLUB REQUIREMENTS**

To be recognized as an active club, each club must meet the following minimal requirements:

1. Present a list of club members to Student Council Sponsor (date to be announced).
2. Conduct one meeting of the membership each term.
3. Conduct one school service activity per school year.
4. Conduct one community service activity per school year.
5. Two recruiting drives per year at registration and one open house/parent teacher conference

Forming a new Club

1. A student wanting to start a new club must, along with a minimum of 20 other interested students, find a sponsor who is interested in helping the students form the desired club.
2. These students, along with the sponsor, will then approach Dr. Chapman Assistant Principal with a written nomination stating their desire to form a new club with a copy of their proposed charter or constitution.
3. With approval of the principal/designee, the club may be formed.

## **COURT GUIDELINES**

All courts are sponsored by JCHS and it is an honor and privilege to be selected to represent the school and entire student body. Students nominated for this honor must meet academic, behavioral, and attendance standards. All court arrangements are under the supervision of the designated sponsor.

Homecoming Court (B/G):

1. Each JCHS student may nominate one JCHS girl as a queen candidate and/or one boy as a king candidate; any girl or boy elected to any one court is no longer eligible for any other court nominations for the remainder of the school year.
2. The student body will have the opportunity to vote for five candidates from the top ten students with the most nominations.
3. The student body will have the opportunity to vote for one candidate from the top five to be king/queen.

Winter Sports Court (B/G):

1. Each JCHS student may nominate one JCHS girl as a queen candidate and/or one boy as a king candidate; any girl or boy elected to any one court is no longer eligible for any other court nomination for the remainder of the school year.
2. The student body will have the opportunity to vote for five candidates from the top ten students with the most nominations.
3. The student body will have the opportunity to vote for one candidate from the top five to be king/queen.

Marcullus Court (B/G):

1. Each JCHS student may nominate one JCHS girl as a queen candidate; any girl elected to any one court is no longer eligible for any court nomination for the remainder of the school year.
2. The student body will have the opportunity to vote for five candidates from the top ten students with the most nominations.
3. A panel of judges selects the queen based on interviews with the five candidates who received the most votes.

## **DANCES**

Attending school dances is a privilege, students can lose the privilege if they are not good citizens; have excessive violations of school guidelines; outstanding discipline; or outstanding fines/fees. Students will be denied attendance to any school dance if the day or day before the dance, a student is not in attendance the full day or is not in good standing. Students must have at or greater than 90% attendance in order to attend any school dance as calculated the day prior to ticket sales.

Dances begin at 8:00 PM and are over by 11:00 PM.; no one will be admitted to the dance after 9:30 PM. Student ID's are required for JCHS students. Students will be required to submit to a breathalyzer test. Students who do not drive must have transportation to and from the dance and must be off school property within 20 minutes of the dance conclusion. Students on property after this time may face disciplinary consequences. Dress for each dance will be determined by the sponsoring organization with approval of the administration. The

JCHS Dress Code may apply.

JCHS students may bring one guest to a dance. Registration guidelines are as follows.

- Determined to be a good citizen as authorized by a school administrator by the posted due date.
- 9<sup>th</sup> Grade or above
- Age not to exceed 20 years
- Guest application form must be completed
- Copy of photo ID with visible birth date (must also be presented upon entrance)
- Guests must enter and exit the dance with the JCHS student.

### **EVENT ATTENDANCE**

Students in grades 9-12 are encouraged to present their student ID to gain entry into any school activity. In order to use your activity pass, you must present your ID stamped with the activity pass.

### **NATIONAL HONOR SOCIETY (NHS)**

Students may be accepted into JCHS NHS during their sophomore or junior years during second semester.. Initial consideration is limited to those sophomores with a cumulative GPA of 3.75 or higher and juniors with a cumulative GPA of 3.6 or higher who have been enrolled for at least one semester at Jefferson City High School. Students meeting the GPA requirement will be afforded the opportunity to complete a Candidate Information Form which will be mailed to the student's home of record(s) listed in Infinite Campus. The NHS Faculty Council will then review all properly completed forms and select those candidates who exemplify service, leadership and character.

#### **Maintaining NHS Membership Status**

- Enrolled full-time
- Maintain a minimum cumulative GPA of 3.5.
- Complete 20 hours of Service Learning per school year. .
- Participate in both Fall and Spring Service Projects
- Considered a credible citizen and in good-standing within the classroom, school, and community
- Pay annual membership dues of \$10

### **STUDENT COUNCIL**

The JCHS Student Council is very active in representing the student body of JCHS. The Student Council sponsors and encourages student participation in many activities throughout the school year. Any student is welcome to join the student council; members are welcomed in the Spring prior to the new school year and the Fall of the current school year. Please see advisors for an application and meeting information.

Student body elections are held in the Spring in order to elect a president, vice-president, secretary, and treasurer. Students wishing to become a candidate must have a GPA of 3.0 or higher, must be a current member in good standing in Student Council, and submit a petition to the Student Council Advisor that includes:

- Principal's signature
- Teacher signature
- Student Council Advisor signature and,
- Signatures of 50 classmates.

Students may pick up petitions from the Student Council Advisors at candidates meetings that are held in the Spring.

Class elections are held after the student council elections during term 4. The outgoing freshmen, sophomores, and juniors shall elect their class officers for the next school year. All class officers serve a term of one school year. Students wishing to run for an office must have a GPA of 3.0 or higher, be a student council member during their elected school year, and submit a petition to the Student Council Advisor that includes:

- Principal's signature
- Teacher signature
- Student Council advisor signature and,
- Signatures of 50 members of his/her own class.

The candidates elected are president, vice-president, secretary and treasurer.

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## SECTION V – DAILY OPERATIONS

### **ASSEMBLIES**

Our assemblies are designed to be positive, relevant and educational; while recognizing the hard work, talents, and achievements of our classmates and community. Assemblies are scheduled periodically throughout the year and students, present at school, are expected to attend.

### **AUTOMOBILE REGULATIONS (Student Parking)**

Purchase of a parking permit provides a JCHS student the privilege of parking in designated lots (Stadium lot, west end of Union St, north side lower lot, and north side middle lots) in the spot assigned to them. The cost of this permit is \$40.00 annually. Students must turn in an application to the appropriate school official. Applications from juniors and seniors will be accepted during registration on a first come, first served basis.

Seniors that want to paint their parking spot must follow the guidelines for this activity and pay an additional fee.

Illegal parking or violations of any of these expectations may result in the revoking or suspending of parking privileges (no refund), parking ticket, and/or a disciplinary referral.

- Your parking tag that matches your parking spot number must be visible on rearview mirrors at all times. Note: Replacement tags can be purchased for \$10.
- You may not lend, sell, or give your tag/spot to another driver.
- No loitering in the lot. This includes before and after school.
- No loud music, dangerous, or reckless driving.
- No going to the parking lot during school hours without a pass from office staff.
- Students that find another vehicle parked in their assigned parking spot need to notify the main office.

### **CANCELLATION OF SCHOOL: BOARD POLICY: IC**

Cancellation of school takes place only during extraordinary circumstances such as extreme weather conditions, equipment failure, public crisis. The school board and administrators are aware of the hardship, which can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances or other instances that prevent us from being able to occupy a school building such as power/water outage, etc. Every practical means is used to notify parents of an impending cancellation including phone call, email and text message to contact information included in official parent records via our mass notification system. Information about cancellations will also be posted to district social media accounts (Facebook and Twitter), to the district website ([www.jcschools.us](http://www.jcschools.us)), to the district mobile app, and will be distributed to local news media including the Jefferson City News Tribune, KCRG-TV-CHANNEL 13, KOMU-TV-CHANNEL 8, and KMIZ-TV-CHANNEL 17.

### **CELL PHONES AND PERSONAL ELECTRONIC DEVICES: BOARD POLICY: EHBA**

It is strongly recommended that students and parents carefully weigh the choice of whether or not to bring personal cell phones, music players, cameras, and other electronic devices to school. These items can be disruptive to the learning environment, often create discipline problems, and are frequently damaged, lost, or stolen. Parents are

reminded that in case of an emergency, the main office is the appropriate point of contact to ensure that your child is quickly reached and assisted. If students do bring cell phones and/or other electronic devices to school, they will need to be turned off during the school day and stored in their backpacks or assigned lockers. Students who bring cell phones or other devices to school are responsible for the safety and security of those devices. Headphones or earbuds will need to be stored securely and should not be worn during school unless the teacher has approved an activity that requires listening on chrome books or school provided media. The school accepts no responsibility for cell phones or other electronic devices that are lost, damaged, or stolen at school or while traveling to and from school. Cell phones and personal electronic devices will not be used during any part of the school day, therefore, should not be visible during the school day.

**JG-R1**

**Technology Misconduct** (JCSD Board policy EHB and regulation EHB-R)

Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.

First Offense:	Teacher/Student conference, temporary confiscation of devices, and/or detention.
Subsequent Offense:	Teacher/Student conference, principal/student conference, temporary confiscation of device, detention, ISS, or 1-180 days out-of-school suspension.

**COMMUNICATION HOME**

Jefferson City School District provides parents/guardians and students phone, text, and email alerts about important announcements, changes to schedules, and cancellations through the School Messenger system; all families are automatically registered for this service. Telephone numbers and email addresses provided during registration are used to direct all relevant information; contact information is pulled from Infinite Campus.

**CRISIS MANAGEMENT**

The Jefferson City School District in conjunction with JCPD has developed a crisis management plan to deal with a crisis in, or around, a school building. Although not every crisis can be foreseen, the appropriate management of any crisis is important in a school setting. Each building has adapted this plan for the requirements of our building. It is important that students, parents, teachers, and staff are aware of this plan and what to do in case of a crisis at our school. Parents should be aware that students will learn appropriate responses to crisis.

**DISPLAYS OF AFFECTION**

Students are to refrain from inappropriate displays of affection while on school premises or in the course of school related activity. Holding hands, side-by-side, is the limit of public display of affection allowed.

**DRESS CODE** (JCSD Board Policy JFCA)

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming that presents a safety concern is permitted. No apparel displaying messages that are sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or is likely to disrupt, the educational environment is permitted.

What follows is a list of acceptable items of dress: students need to learn to present themselves professionally and dress in a manner that helps them meet with success in the workplace.

Slacks, jeans, capris, and other pants

- Pants must be of appropriate fitness, neither too tight nor too loose

- Must not show excessive skin due to holes
- No sagging pants, dresses, and skirts
- Conservative necklines (No strapless, tube tops, halter tops, crop tops or spaghetti straps)
- Must be an appropriate length so as not to reveal excessive or inappropriate areas of the skin. Please be mindful that as you bend, reach, wear a backpack or otherwise move about the school building, the length of the clothing must not shift to reveal excessive or inappropriate areas of skin.
- Shorts with an inseam of at least 3 inches or more Tops/Shirts
- Must have conservative neckline
- Must not show waistline skin (No midriffs)
- Must not advertise or suggest inappropriate messages (Examples: Alcohol, Tobacco, Weapons, Profanity, or Sexual Innuendos)

The school district reserves the right to establish or modify rules during the year regarding new fashions in dress, including the banning of certain articles of clothing adopted as gang-related icons of identifications. Any student not in compliance will be subject to disciplinary action.

### **ELECTRONIC COMMUNICATION BETWEEN STAFF MEMBERS AND STUDENTS: BOARD POLICY: GBCC**

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose. The district discourages staff members from communicating with students electronically for reasons other than educational purposes.

### **EMERGENCY PROCEDURES (JCSJ Board Policy EBC)**

Instructions for each of the following emergencies have been posted in each classroom to direct students, visitors, faculty and staff safely through the crisis.

#### **Fire: STOP, LOOK, LISTEN**

1. Calmly and quietly exit classrooms under the direction of the teacher.
2. Close and lock classroom doors.
3. Proceed to the designated stairwell and/or exit.
4. Exit the building and proceed to the designated meeting point **a safe distance** from the building.
5. Take attendance and display appropriate indicator cards.
6. Remain at meeting point until the "All Clear" is sounded.

#### **Tornado**

1. Move quickly and quietly to the assigned safe area.
2. Close and lock classroom doors.
3. Assume duck and cover position on the interior walls of hallways or under desks and tables within classrooms.
4. Take attendance and display appropriate indicator cards.
5. Remain in position until the "All Clear" is sounded

#### **Earthquake**

##### *If Inside:*

1. Calmly and quietly seek shelter under desks, tables, or benches. If possible, cover head with coat or other clothing to protect from falling debris.

2. If no shelter is available; get inside a doorway or crouch against an interior wall away from windows and glass.
3. Open doors
4. Take attendance and display appropriate indicator cards.
5. Stay put until given further instructions by administration or emergency personnel.

If Outside:

1. Move quickly and calmly away from the building and overhead power lines.
2. Lie flat, face down and cover your head.
3. Take attendance and display appropriate indicator cards.
4. Stay put until given further instructions by administration or emergency personnel.

**Lockdown**

1. Lock and deadbolt classroom doors. Barricade interior doors
2. Cover interior windows.
3. Turn off lights and all audiovisual equipment.
4. Move to a position out of sight of the hallway and exterior of the building. Prepare to counter an intruder
5. Take attendance.
6. Remain in position until the “All Clear” is sounded or evacuated by an administrator or emergency personnel.

**Intruder**

1. Using all means, determine best course of action

If Evacuating:

- a. Move quickly as a class out of the building
- b. Do not carry anything with you, leave all belongings behind
- c. Evacuate as far from the building as is deemed safe

If sheltering in place:

- d. Follow directions from LOCKDOWN section

**FUNDRAISING**

Any group or class seeking to fund raise must submit an application to the Activities Office for approval. This is a very sensitive area; abuses could result in the loss of fundraising privileges.

**LANYARDS & STUDENT IDENTIFICATION CARDS (ID's)**

Students are required to have their student ID in their possession at all times while on campus or at a school sponsored event. ID cards are not to be defaced or altered in any manner. Students will also need to have their ID with them to gain access to some school sponsored activities and events and at the request of a staff member. Failing to present or display your ID card may result in school discipline.

**LIBRARY**

The library is open to students daily from 7:30 am to 4:00 pm. Student IDs are required for entry and to check out materials. Items are due three weeks after checkout. Overdue fines are \$0.05 per school day. Notices are sent via email after books become overdue.

**LOCKERS & LOCKS**

Lockers are not required, but are available upon request. Students must use school-issued locks. Students will be loaned a lock. Students failing to return a lock will be charged the replacement cost. Administration reserves the right to search lockers at any time. Notice may or may not be given prior to inspections and a law enforcement canine unit may be used.

**LUNCH**

This is a closed campus and students must stay at school during the lunch periods. Deliveries of “takeout” food to students during lunch will not be allowed without prior administrative approval. The cafeteria area is large enough to accommodate everyone at each lunch period. Students must remain in their seats in the cafeteria. Following dismissal from the cafeteria, students are to return immediately to their class.

**Students are subject to disciplinary action if cafeteria procedures are not observed.** Trays, drinks, or food items are not to be removed from the cafeteria. Because classes are in session during your lunchtime, students

must stay out of the halls where classes are in session. Students creating unnecessary noise or in closed halls are subject to disciplinary action. Visitors are not allowed during lunch. Students are not allowed to have food delivered to them at school.

**All lunch shifts - Students must remain in the cafeteria at all times. Permission to leave the lunchroom must be given by the lunchroom supervisor. Students are not permitted to eat lunch in classrooms at any time.**

The cafeteria staff reminds students that they may NOT CHARGE their meals. The staff makes every effort to let students know their current lunch balances beginning at \$10.00. On the website mySchoolBucks.com, guardians can check student's account balances at any time and can also make deposits to their accounts. One item to note is that there is a \$2.49 charge for deposit transactions and the monies take 24 hours before being posted to the account. If paying by check, it can take up to 14 days before the money is received. We ask you to please plan ahead. A low balance alert can also be set up on your mySchoolBucks.com account. Guardians will receive an email when their students reach the "alert amount" specified by the guardian.

### **OFF-LIMIT AREAS**

Off-limit areas include, but are not limited to, streets, parking lots, cars, Jay or Jayette Drive, behind the Little Theater or the Nichols building. During a student's lunch, the only place students are authorized to be, is in the cafeteria.

### **PERSONAL PROPERTY**

Students bringing personal property items to school do so at their own risk and are responsible to secure the item from theft or loss. A student using these items without permission is subject to discipline consequences.

### **RELEASING STUDENTS**

The district recognizes that rules regarding the dismissal of students are a necessary part of the district's safety program. Refer to District Notices and Policies "Dismissal Precautions" on page 39 of the handbook.

### **SCHOOL DAY EXPECTATIONS**

Students are not to loiter on school property or on the streets and residential areas, adjacent to the school. This restriction includes school hours as well as the times students are arriving and departing from school or from school-sponsored activities. When students arrive at school by personal transportation, they must immediately come into the buildings or remain between the high school and Nichols building.

### **SCHOOL NURSE**

The nurse's office is open from 8:10 AM to 3:55 PM to see students feeling ill or in need of taking prescribed medications. Students are to have a pass from their teacher or the office and their Student ID to be permitted into the nurse's office except in the case of an emergency. Additional information regarding school nurse information can be found at <https://www.jcschools.us/Page/9042>.

### **Illness or Emergencies**

In cases of serious injury or illness, the school nurse should be notified immediately. The EMS (911) may also be called. The nurse, designated school personnel and/or emergency medical personnel will care for the student and the parents will be contacted as soon as possible. If this proves impossible, the student will be cared for as directed by the school nurse. For minor illnesses or injuries, students will be cared for by school personnel trained in first aid. To prevent the potential for an illness or communicable disease, students exhibiting symptoms of impending illness will be sent home from school. Factors considered before sending students home are:

- The effect of illness on the student's ability to be productive at school
- Fever of 100 degrees or more

### **GENERAL HEALTH INFORMATION**

Immunizations (JCS Board Policy JHCB)

It is unlawful for any student to attend school unless the student has been immunized according to Missouri Immunization Law (MO State Law 19 CSR 20-28.010; sections 167.181 and 210.003) or unless a signed statement of medical or religious

exemption is on file at the school. For further information regarding medications and immunization please visit <https://www.jcschools.us/Page/9042>.

The following information is provided to help parents regarding certain conditions that require exclusion from school.

- \*Fever of 100.0 degrees or higher
  - Students can return when fever free for at least 24 hours without the use of fever-reducing medication such as Acetaminophen and Ibuprofen.
  - Students returning prior to 24 hours from being fever free could result in student being sent home
- \*Vomiting
- \*Diarrhea
- Untreated Ringworm
- Undiagnosed rashes
- Red, inflamed eyes (pink eye) – excluded until diagnosed and treated for 24 hours with antibiotic drops
- Impetigo (a contagious skin condition, with crusty areas especially about the nose and mouth)
- Scabies (excluded until appropriate medical treatment)
- Fainting Spells
- Common childhood diseases - **State Regulations**
- Chicken pox (**excluded until rash is crusted over**)
- Strep Throat (following a positive throat culture the child must be on antibiotics and without fever for 24 hours before returning to school)

**\*Students sent home ill, with elevated temperatures, vomiting, or diarrhea, are asked to be kept at home for 24 hours until they are symptom-free per the guidelines listed above without the use of fever reducing agents. Many students are sent home ill one day, return the next, and need to be sent home again because they have not recovered.** We appreciate parents sharing the diagnosis and treatment of students sent to physicians so we can be alerted to possible problems in other children (influenza, COVID-19, pink eye, head lice, strep throat, worms, etc.).

#### **MEDICINE POLICY: BOARD POLICY: JHCD**

In an effort to help ensure good health and safety for the students of our school, we have established the following guidelines:

1. Do not send medicine to school unless it is absolutely necessary.
2. First dose of a new medication will not be administered at school
3. Medications prescribed (or given) three times a day should be given at home: before school - after school - at bedtime.
4. All medications (prescribed and over-the-counter) must be presented to the school nurse/office staff in the original container that is properly labeled with the child's name, doctor's name, date, dose, and time of administration.
5. Any child who will be self-administering inhalers for asthma, auto-injector epi-pen for anaphylaxis, or insulin pen for diabetes must have on file with the school nurse an emergency action plan, medication permission for self-administration, and medication permission to administer.
6. Medications not regulated by FDA will not be given at school (herbal, essential oils, CBD, homeopathic)
7. Medications must be accompanied by a signed consent from the parent for staff to administer. This consent must include instructions (dose, time, frequency), which concur with prescription/medication label. This form can be found under the Health Information section on the Jefferson City School District Website at <https://www.jcschools.us/Page/9497>.
8. If a medication is to be administered at school, an adult must bring the medication to school. A student will not be allowed to bring the medication to school on behalf of the parent.
9. Please contact the school nurse if you have any questions

*Medication/Medicine is defined as any substance given to obtain a therapeutic effect or change.  
Medications that do not meet the above criteria will not be given. Please refer to Board Policy JHCD for  
full disclosure*

### **SCHOOL RESOURCE OFFICER**

A School Resource Officer (SRO) is provided to JCHS through an agreement between the Jefferson City Police Department and JCSD. The SRO helps school officials in creating a safe learning environment, making presentations, advising, and counseling students.

### **STUDENT DISCIPLINE CONSEQUENCE GUIDELINE**

#### **Detention (After School) – JCHS Room 211/217**

Take all necessary supplies to the detention (art supplies, paper, textbooks, pencils, pens, calculator, library books, etc.)

1. Arrive at the designated location at 3:50 PM.
2. You will be engaged in learning activities the entire time.
3. No personal electronics permitted (except calculators for schoolwork).
4. Students must remain in the classroom for the entire time.
5. Dismissal will be at 4:30 pm; and transportation should be planned no earlier than this time.
6. If you are unable to serve detention on the assigned date, you must see your principal before the assigned date to reschedule the detention.
7. Failure to follow the conditions of detention may result in further consequences and will result in no credit for time served.

#### **In-School Suspension (ISS)**

Students are assigned to ISS by a principal. Students assigned to ISS, will report to the red bar to meet the supervisor and will be escorted to the ISS room.

1. The tardy policy will apply to ISS/students.
2. Refer to the student handbook for activity participation during ISS assignments.
3. You may be released from ISS to attend class with prior principal authorization.
4. You will be engaged in learning activities the entire school day.
5. Take all necessary supplies to the ISS room (art supplies, paper, textbooks, pencils, pens, calculator, library book, etc.)
6. No personal electronics permitted (except calculators for schoolwork).
7. Only water in a clear bottle will be permitted.
8. Failure to follow ISS/ expectations and/or removal from ISS may result in further disciplinary action.

#### **Student Suspended Classroom (SSC)**

Students may be assigned to SSC as opposed to Out of School Suspension (OSS) at the discretion of building administration and availability.

#### **Out-of-School (OSS)**

Students are given OSS by a principal or superintendent. Students given OSS are not to be on campus or attend school activities for the length of their suspension. Students will earn full credit for all submitted assignments during a suspension.

#### **Saturday Detention- JCHS Room 211/217**

Students are assigned Saturday Detention by a principal.

1. Arrive at the designated location by 8:00 am.
2. Bring all necessary supplies (art supplies, paper, textbooks, pencils, pens, calculator, library books, etc.)
3. You will be engaged in learning activities the entire time.
4. No personal electronics permitted (except calculators for schoolwork).
5. Dismissal will be at 11:00 am; and transportation should be planned no earlier than this time.
6. Failure to follow the conditions of Saturday School will result in removal with no credit for time served.

### **TRANSGENDER RESTROOM USE**

It is the goal of JCSD to provide all students with a quality education. We understand that the social/emotional welfare of students plays a significant role in their ability to learn and impacts their experience while at JC; as such, the following guidelines are in place regarding transgender restroom use:

1. Student restroom accommodations remain unchanged. Given the ongoing lack of direction at the federal and state levels, coupled with contradictory court decisions, the school district has not made any changes to its restroom practices and awaits direction from the U.S. Supreme Court on the specific issue of restroom availability as it relates to gender nonconforming and transgender students. District administrators continue to be available to meet with students and their families regarding any questions, concerns or needs that they may have.
2. There are a limited number of single stall restrooms available throughout the building which can be made available for students as needed and/or requested without regard to gender status.. Administrators are available to meet with students and their families to develop plans to best meet their individual needs.
3. Counseling staff are available to work with students to address their individual needs.

### **WEBSITE**

The administration and faculty of the high school work to maintain the building website to provide information for parents/guardians, students, and patrons of the school. A wide variety of information can be located at the website including teacher pages providing contact information, classroom calendars, and course documents. The website can be located at: [www.jcschools.us/jchs](http://www.jcschools.us/jchs)

## **SECTION VI – DISTRICT NOTICES AND POLICIES**

The student handbook summarizes district policy and contains general guidelines and information. Refer to official policy and procedure/regulation documents for specific information at

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=117>. In the event of a conflict between this handbook and a Board policy or procedure/regulation, the Board policy or procedure/regulation takes precedence and controls. In the event of a conflict between this handbook and any applicable law, the applicable law takes precedence and controls.

Please contact your student's building administrator if you have any questions regarding this handbook.

### **STUDENT ATTENDANCE: BOARD POLICY: JEA**

In accordance with Missouri State law, every parent or person having charge, control, or custody of a child between the ages of seven and seventeen years of age is responsible for keeping the child in school. Irregular school attendance is one of the most important causes of low grades and/or failure in school. Irregular school attendance can result in "educational neglect" being reported to the Division of Family Services. It can also serve as a reason for retaining a student. A student cannot make academic progress if they are not in school on a regular basis. Students who are tardy will fall under the same guidelines used for attendance. **If it is necessary for a student to stay home due to illness or other reasons, the student's parent/guardian is to call the school office by 9:00 a.m. on the day of the absence.** Students arriving late to school are to report directly to the office with their parent/guardian stating the reason for the tardiness. The office will make the necessary arrangements to admit the student to class. If a student needs to leave early, the parent/guardian should come to the office and state the reason for dismissal. Students will not be dismissed to their parents from the classroom. The office personnel will locate the student and request the student meet the parent/guardian in the office. Students may not leave the building or school grounds before the close of school unless approval is granted from the office.

Any student arriving late or leaving early must have their parent/guardian come into the elementary office and state the reason for the student being tardy/dismissed. It is the responsibility of the students to ask all teachers for make-up assignments. If absence is due to work, travel, or a planned event please contact the principal prior to the absence.

### **ABSENCES AND EXCUSES** (JCSD Board Policy JED)

Regular and punctual patterns of attendance will be expected of each student enrolled in the school district. Students should strive to maintain a good attendance record; there is a direct relationship between school attendance and grades, citizenship and success in school.

It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students, parents/guardians, teachers and administrators to keep absences and tardiness to a minimum.

Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be regained. The school cannot teach students who are not present. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to reach the goal of maximum education benefits for each individual student. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the supervision of a competent teacher are vital to this purpose.

The superintendent, with the assistance of the administrative and professional staff, shall establish rules, regulations and procedures for student attendance within the district. Such rules and regulations shall be published in the various student and parent/guardian handbooks and shall be subject to review by the Board of Education. Irregular student attendance shall be checked by the building principal or his/her designee to determine the cause of absence. Causes for absences may be obtained by telephone calls, verified notes from parents or guardians, contacts with other members of the student's family or home visits.

A comprehensive system of attendance records will be maintained for each student. Each teacher is responsible for the accurate reporting of daily attendance in the classroom. The building principal is responsible for supplying information to parents/guardians in regard to student absences and for submitting attendance information to the superintendent's office.

#### **ALCOHOL/DRUG ABUSE** (JCSJ Board Policy JFCH)

The Jefferson City School District is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property, in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.

For the purpose of this policy a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, § 195.010, RSMo., and in schedules I, II, III, IV and V in section 202© of the Controlled Substance Act, 21 U.S.C. §812©.

Students may only be in possession of medication as detailed in Board policy JHCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to, and including, suspension, expulsion or other discipline in accordance with the district's discipline policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate law enforcement agency and the superintendent or designee. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

#### **ASSESSMENT PROGRAM/PARTICIPATION: BOARD POLICY: IL**

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the board recognizes its obligation to provide for and administer assessments as required by law. The board directs the superintendent or designee to create procedures governing assessments consistent with law and board policy. In cooperation with the administrative and instructional staff, the board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making

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

Information from statewide assessments provides an important benchmark by which the district can measure the progress of students, the effectiveness of curriculum and instruction, and the impact of education programs. As such, all students in assessed grade levels and contents who are enrolled and present during the district testing window will participate in state assessments. Additionally, student participation is required for the district to remain accountable for student learning under state regulations. In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

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

The current policy is on our website at: <https://www.jcschools.us/> Select District Departments, Board of Education, Board Policy, and then Board Policy IL

#### **ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES** (JCSD Board Policy JECC)

The Board believes that a student should be placed in grade level classes that best meet the student's academic needs after consultation with the student's parent/guardian; a student's social and emotional needs will also be considered to the extent that they affect academic progress. Although the district will first consider placing the students in grade levels or classes with students of similar age, age will not necessarily be the determining factor. Further, any student's placement may be adjusted by the school principal or designee as needed, after consultation with the student's parent/guardian. The district's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law.

#### **Transfers from Accredited Schools**

For the purposes of this policy an "accredited school" is the Missouri Virtual Instruction Program (MoVIP); a private agency where students with disabilities are placed by a public school or any school accredited by the Missouri Department of Elementary and Secondary Education (DESE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools Non-Public (CAS). If a school is located in another state or country, that school must be accredited by that state's or country's department of education, NCA, ISACS or equivalent agencies.

In general, if a student transfers to the Jefferson City School District from an accredited school, this district will accept the units of credit completed in the previous school and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs, after consultation with the student's parent/guardian.

The district will attempt to award credit for classes completed in previous schools, if there is sufficient evidence of achievement. All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings Accepted by the Missouri State Board of Education or by the Jefferson City School District may be accepted to meet graduation requirements.

#### **CARE OF SCHOOL PROPERTY BY STUDENTS** (JCSD Board Policy JFCG)

Students are expected to take reasonable care of school property. Students shall pay for books, school supplies, school equipment, or other school property lost or damaged beyond ordinary wear and tear. Payment shall be assessed by the principal of the school concerned, or designated person, in accordance with the price of the book or other article lost or damaged.

Any student who carelessly or intentionally defaces or damages school property shall be required to pay for all damages, and may be subject to additional disciplinary action.

According to state law, parents or guardians of juveniles under the age of 18 are responsible for vandalism, loss or damage caused by their children, up to an amount of \$2000. Proceedings against the un-emancipated minor may be initiated for any balance not paid by the parent or guardian. In default of payment, the case shall be reported to the proper legal authorities or filed in small claims court.

### **CHANGE OF ADDRESS, WORKPLACE, OR PHONE NUMBER**

It is very important for emergency and administrative reasons that every student maintains an up-to-date address record at the school office. Notify the school immediately if you have a change of address, home phone number, or work phone number during the school year. Infinite Campus Parent Portal has a feature that allows parents/guardians to view, add, and update certain student and household information from the Portal. Address changes require proof of residency to be submitted to the registrar located in the counseling office.

### **COMMUNICABLE DISEASES: BOARD POLICY: IGAEB**

The Jefferson City School District School Board recognizes its responsibility to protect the health of students and employees from the risks posed by communicable diseases. The Board also has a responsibility to protect individual privacy, educate all students regardless of medical condition and treat students and employees in a nondiscriminatory manner.

#### **Immunization**

In accordance with law, students cannot attend school without providing satisfactory evidence of immunization, unless they are exempted from immunization.

#### **Universal Precautions**

The district requires all staff to routinely employ universal precautions to prevent exposure to disease-causing organisms. The district will provide the necessary equipment and supplies to implement universal precautions.

#### **Categories of Potential Risk**

There are certain specific types of conditions, such as frequent bleeding episodes or un-coverable, oozing, skin lesions that could potentially be associated with transmission of both blood borne and non-blood borne pathogens. In the case of students, certain types of behaviors, such as biting or scratching, may also be associated with transmission of pathogens. Students who exhibit such behaviors or conditions may be educated in an alternative educational setting or, if appropriate, disciplined in accordance with the discipline code. In the case of a student with a disability, the Individualized Education Program (IEP) team or 504 team will make any change of placement decisions. Employees who exhibit such conditions will not be allowed to work until the condition is resolved or appropriately controlled in a way that minimizes exposure.

#### **Exceptional Situations**

There are certain specific types of conditions, such as frequent bleeding episodes or un-coverable, oozing, skin lesions that could potentially be associated with transmission of both bloodborne and non-bloodborne pathogens. In the case of students, certain types of behaviors, such as biting or scratching, may also be associated with transmission of pathogens. Students who exhibit such behaviors or conditions may be educated in an alternative educational setting or, if appropriate, disciplined in accordance with the discipline code. In the case of a student with a disability, the Individualized Education Program (IEP) team or 504 team will make any change of placement decisions.

Employees who exhibit such conditions will not be allowed to work until the condition is resolved or appropriately controlled in a way that minimizes exposure.

#### **Confidentiality**

The superintendent or designee shall ensure that confidential student and employee information is protected in accordance with law. Medical information about an individual, including an individual with HIV, will only be shared with district employees who have a reasonable need to know the identity of the individual in order to provide proper healthcare or educational services. Examples of people who may need to know a student's medical information are the school nurse and

the IEP or 504 team if applicable. An example of an individual who may need to know an employee's medical information is the employee's immediate supervisor, if accommodations are necessary. All medical records will be maintained in accordance with law and Board Policy. Breach of confidentiality may result in disciplinary action, including termination.

### **Reporting and Disease Outbreak Control**

Reporting and disease outbreak control measures will be implemented in accordance with state and local law, DHSS rules governing the control of communicable diseases and other diseases dangerous to public health, and any applicable rules distributed by the appropriate county or city health department.

### **Notification**

Missouri state law provides that by adopting this policy the district shall be entitled to confidential notice of the identity of any district student reported to DHSS as HIV-infected and known to be enrolled in the district. Missouri law also requires the parent or guardian to provide such notice to the superintendent.

### **COMPULSORY AND PART-TIME ATTENDANCE** (JCSD Board Policy JBA)

The Jefferson City School District exists to improve lives through education. The district seeks to enroll and educate all resident children in the community, as required by law.

#### **Compulsory Attendance**

The law requires that all children between 7 and 16 years to attend regular public, private, parochial, parish, home school or combination of such schools for the duration of the entire school term. Parents, guardians or other persons having legal custody of a student may obtain a court order requiring students to attend school until the student receives a high school diploma or its equivalent, or reaches the age of 18. In addition, the Jefferson City School District provides educational programming for all students between the ages of five and seven and beginning at the age of three for all students qualified for special education services. The district may also provide preschool and adult education programs.

Once enrolled in the district, the district expects the student to attend regularly and for the students' parents/guardians or other adults having charge, control or custody of the student to communicate regularly and honestly with the district regarding the student's absences. The Jefferson City Board of Education and district staff strongly believe that regular attendance is important in gaining the most from the educational experience. State law requires district staff to report all instances of abuse and neglect; including educational neglect- the district will make every effort to ensure students are attending school as required by law. These efforts include, but are not limited to, accurately recording attendance, creating procedures for regular communication with parents regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services.

#### **Part-Time Attendance**

Although the district believes that all students will benefit from attending the Jefferson City School District full-time, state law allows students to attend public school part-time, as long as their total educational experience meets the requirements of the state compulsory education law and the student is not already enrolled full-time in another public school. The superintendent or designee will create procedures on enrollment of part-time students to ensure that such enrollments do not jeopardize the discipline, health and academic standards of the district. The Board also directs the superintendent to annually analyze the number of students attending school part-time and to create vocational, dual-credit, advanced placement or other programs and incentives to encourage these students to attend school full-time.

#### **Students Withdrawing From or Dropping Out of School**

Once enrolled, the student will be considered a district student until the district is directed to withdraw the student or until multiple unsuccessful attempts have been made to contact the parents/guardians of the student to confirm continued enrollment after several absences. The district will encourage all families and students to consult with district staff prior to withdrawing a student.

Any student age 16 years or older who drops out of school for any reason other than to attend another school, college or university, or enlist in the armed services, shall be reported to the state literacy hotline office.

**CONDUCT ON SCHOOL TRANSPORTATION** (JCSJ Board Policy JFCC)

Students, parents/guardians, bus drivers, and school officials must work together to provide for the safe transportation of students. The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering and riding district transportation. The Superintendent or designee will create and enforce administrative procedures detailing the conduct expected of students and will make the information available to students and parents.

Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. Students with disabilities will be disciplined in accordance with their Individualized Education Plan (IEP) or applicable law. The bus driver or other authorized personnel shall report all misbehavior situations to the principal as soon as possible. The bus driver shall report all dangerous situations to the principal immediately.

**DISCIPLINE: BOARD POLICY: JG, JG-R1, JGA-2, JGB, JGD, JGE**

The Jefferson City School District Board Policy is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. The Board Policy is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. It is the purpose of this policy 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, or any aggravated circumstance of any offense or, any action involving a combination of offenses may result in disciplinary consequences that extend beyond this policy as determined by the principal, superintendent and/or Board of Education. Deviation from the disciplinary consequences set forth in this policy shall be documented by the Principal, Assistant to the Superintendent of Elementary or Secondary Education, Chief of Learning, Superintendent and/or Board of Education. This policy 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.

**Corporal Punishment Policy**

For the purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation, or to deter attitudes or behaviors deemed unacceptable. No person employed by or volunteering on behalf of the Jefferson City School District shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools. A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons. Restraint of students in accordance with the district's policy on student seclusion and restraint is not a violation of this policy.

**Searches of Students: BOARD 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. 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. 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 provided 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. 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.

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. Trained dogs may also be used to detect the presence of explosives and other contraband.

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.

### **Reporting to Law Enforcement**

It is the policy of the Jefferson City School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF. The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. In addition, the Assistant to the Superintendent of Elementary Education shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the district is aware is under the jurisdiction of the court.

### **Documentation in Student's Discipline Record**

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

### **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 enrolling in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

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

### **Impact on Grades**

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

### **Prohibited Conduct**

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

### **For Prohibited Conduct Policies, refer to [Board Policy JG - R1](#).**

In addition to the above consequences, building administration may, when deemed necessary, utilize alternative consequences, with supervisor approval.

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In the event of a discrepancy between an administrative procedure and a Board Policy, the Board policy will take precedence.

### **DISMISSAL PRECAUTIONS (JCSD Board Policy JEDB)**

District administrators will create student dismissal procedures that protect the safety of students while also addressing the necessary flow of traffic to and from school. These procedures may vary depending on the age of the student. District personnel will monitor the parking lot and other locations where students board the district's transportation or meet parents or others. At the request of a parent, school personnel will verify the identity of a parent or other authorized person before releasing the student. District staff may refuse to release a student and will notify the principal if they have concerns regarding the student's safety or whether a person is authorized to transport the student. Otherwise the district will assume that the student knows with whom he or she may leave.

### **Early Dismissal:**

Students shall not be excused into any person's custody without the direct prior approval and knowledge of the building principal or designee. Each building principal will establish procedures to validate requests for early dismissal to assure that students are released only for proper reasons and only to authorized persons.

Procedures must adhere to the following rules:

1. Students will only be released to the parent, guardian or designee of the parent or guardian or to other individuals or agencies as permitted or required by law.
2. The district will release a student to either parent unless the district has a valid court order directing

otherwise or unless the parent requesting release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to verifying custody orders, contacting the other parent or contacting appropriate authorities.

3. Students who are 17 years old and living independently and students 18 or older must validate their own attendance and dismissal.
4. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.
5. Any person requesting release of a student must present proper identification or be positively identified as the student's parent or guardian.

If an activity occurs immediately after school, the district will follow the same procedures used for dismissing students from the regular school day. Otherwise, students are expected to return from activities with the student's parents or the same person(s) who transported them to the activity. If the district provides the student transportation to an activity, the student is expected to return using district transportation. However, district administrators may develop procedures for releasing students from a school activity to parents or other authorized persons, keeping the safety of students in mind.

### **Dismissal from School Activities**

If an activity occurs immediately after school, the district will follow the same procedures used for dismissing students from the regular school day. Otherwise, students are expected to return from activities with the student's parents or the same person(s) who transported them to the activity. If the district provides the student transportation to an activity, the student is expected to return using district transportation. However, district administrators may develop procedures for releasing students from a school activity to parents or other authorized persons, keeping the safety of students in mind.

### **DRESS CODE** (JCS D Board Policy JFCA)

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming that presents a safety concern is permitted. No apparel displaying messages that are sexually explicit, vulgar, violent or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or is likely to disrupt, the educational environment is permitted.

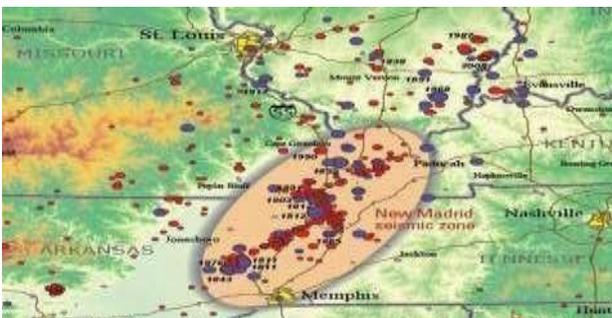
### **EARTHQUAKE PREPAREDNESS: BOARD POLICY: EBC**

At the beginning of each school year, each school district in the state shall distribute to each student such materials that have been prepared by the Federal Emergency Management Agency, the state emergency management agency or by agencies that are authorities in the area of earthquake safety and that provide the following objectives:

1. Developing public awareness regarding the causes of earthquakes, the forces and effects of earthquakes, and the need for school and community action in coping with earthquake hazards;
2. Promoting understanding of the impact of earthquakes on natural features and manmade structures; and
3. Explaining what safety measures should be taken by individuals and households prior to, during and following an earthquake.

### **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.





*Save This Information!*

*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!

*Prepared in accordance with Missouri Revised  
Statutes, Chapter 160, Section 160.455  
Missouri State Emergency Management  
Agency*

**JEFFERSON CITY SCHOOL DISTRICT - PUBLIC NOTICE: BOARD POLICY: IGBA-1**

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 Jefferson City School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

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

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

The Jefferson City School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during regular business hours at the District Central Office located at 315 East Dunklin Street, Jefferson City, MO 65101.

This notice will be provided in native languages as appropriate.

**PROGRAMS FOR HOMELESS STUDENTS: BOARD POLICY IGBCA**

The Jefferson City School District Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

**Eligibility for Services**

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

**District Liaison for Homeless Students**

The Board designates the following individual to act as the district's liaison for homeless students (homeless liaison):

Director of Community Outreach and Student Assistance  
Jefferson City School District  
315 East Dunklin Street  
Jefferson City, MO 65101  
Phone: 573-691-6025

The homeless liaison shall designate and train another district employee to serve as the homeless liaison in the absence of the homeless liaison.

### **School of Origin**

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

### **Enrollment**

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Students will be awarded appropriate credit for full or partial coursework in accordance with board policy. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

### **Placement**

The district will consider the best interest of the homeless student, with parental involvement, in determining whether the student should be enrolled in the school of origin or the school that non homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will: Presume that keeping the student in the school of origin is in the student's best interest except when doing so is contrary to the request of the student's parents/guardians or the student if unaccompanied by a parent/guardian.

Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parents/guardians or the unaccompanied youth.

The choice regarding placement shall be made regardless of whether the homeless student lives with a parent/guardian or has been temporarily placed elsewhere. If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of the student's right to appeal the district's decision.

If the district determines that placement should be in the school of origin, the student will continue to be educated in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parents/guardians or unaccompanied youth, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied youth and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the action was proposed or refused;
3. A description of any other options the district considered;
4. The reasons other options were rejected;

5. A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;
6. Appropriate timelines to ensure any relevant deadlines are not missed; and
7. Contact information for the local liaison and the state coordinator for homeless students (state coordinator) and a brief description of their respective roles.

### **Services**

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other activities with other school districts.

### **Unaccompanied Youths**

An unaccompanied youth is a student who is not in the physical custody of a parent or legal guardian. The liaison will work with unaccompanied youths on issues unique to their situations, such as informing them of their status as independent students under laws applicable to higher education and informing them that they may obtain assistance from the homeless liaison to receive verification of this status for the purposes of applying for federal student aid.

The homeless liaison, a school counselor or a school social worker will verify, when applicable, that a student is an unaccompanied youth as defined in federal law.

### **Transportation**

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Jefferson City School District, the district will provide transportation to and from the school of origin at the request of the parents/guardians or homeless liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

### **Records**

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

**Homeless Liaison Responsibilities:**

The homeless liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the homeless liaison.

The homeless liaison will ensure that:

1. Homeless students, including homeless preschool-age children and unaccompanied youths, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students, including unaccompanied youths, are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students, including unaccompanied youths, have access to and receive education services for which they are eligible, including Head Start and Early Head Start, early intervention services under the Individuals with Disabilities Education Act, and preschool programs administered by the district, as well as referrals to healthcare services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents/guardians of homeless students are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youths and unaccompanied youths, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents/guardians and youths.
6. Enrollment disputes are mediated in accordance with law.
7. The parents/guardians of homeless students and unaccompanied youths are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied youths will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.
9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Students who need to obtain immunizations or medical or immunization records will receive assistance.
11. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
12. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.
13. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

**Disputes**

Parents/Guardians or unaccompanied youths may appeal district decisions regarding eligibility, enrollment or placement. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will provide the parents/guardians or unaccompanied youth a written explanation of any decision related to school selection or enrollment, including the right to appeal such decisions, and inform the parents/guardians or unaccompanied youth of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

1. If the parent/guardian or unaccompanied youth has a complaint regarding the education of a homeless student, the person must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school where the student is seeking enrollment. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the parents/guardians or unaccompanied youth.
2. The parents/guardians or unaccompanied youth can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.

3. If the dispute is not resolved by the homeless liaison, the parents/guardians or unaccompanied youth may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received by the superintendent or designee. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the parents/guardians or unaccompanied youth may file a written complaint with the board of education. The board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the board. If the dispute is not resolved by the board in a manner satisfactory to the parents/guardians or unaccompanied youth, an appeal may be brought to DESE in accordance with the state dispute resolution process, which the homeless liaison will provide to the parents/guardians or unaccompanied youth.

While the dispute process is ongoing, the student in question must be enrolled and allowed to fully participate in school activities as well as receive transportation, if requested, to the school in which the parents/guardians or unaccompanied youth seeks enrollment.

The district shall make translators, interpreters or other support services available without charge and in the appropriate language to parents/guardians and unaccompanied youths who are English learners, use a native language other than English or need additional supports due to a disability.

In the event of a discrepancy between an administrative procedure and a board policy, the board policy will take precedence.

## **PROHIBITION AGAINST BULLYING AND HAZING : BOARD POLICY: JFCF, JFCG**

### **General**

In order to promote a safe learning environment for all students, the Jefferson City School District prohibits all forms of hazing, bullying and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with board policy. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

In addition, district staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. District staff will report incidents of hazing and bullying to the building principal. The principal shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing and bullying.

The district shall annually inform students, parents, district staff and volunteers that hazing and bullying is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by the coach or sponsor at the start of the season or program.

### **Definitions**

*Hazing* – For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forced consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of

tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual. Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization.

*Bullying* – Is defined by state law 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; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function or on a school bus. ‘Cyberbullying’ means bullying as defined in this subsection through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

In order to ensure a healthy and safe learning environment for all, students are asked to report instances of bullying to a teacher or an administrator immediately. Instances of bullying must be reported by district employees immediately, and in no event later than two (2) school days following receipt of a report or personal observation by the employee. The report must be made to the building principal of his/her designee. The principal shall ensure that an investigation commences within two (2) school days of receipt of the report and will conclude within ten (10) days unless the time period is extended for good cause. The Board prohibits retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who make complaints pursuant to this policy; who report prohibited bullying or hazing; and who participate in an investigation, formal proceeding or informal resolution.

**PROHIBITION AGAINST ILLEGAL DISCRIMINATION AND HARASSMENT: BOARD POLICY: AC, ACA**

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

Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:

- Make complaints of illegal discrimination or harassment.
- Report illegal discrimination or harassment.
- Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
- When appropriate, following the conclusion of the grievance process, the compliance officer may periodically follow up with persons filing grievances and assist in the prevention of the recurrence of acts of discrimination, harassment, or retaliation. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
- Discrimination, harassment or retaliation against any person because of such a person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. 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.

### **Sexual Harassment Reporting and District Response**

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other district employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy.

### **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. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment and retaliation.

### **School Nutrition Programs**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the district is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), 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. Such interim measures may include, but are not limited to, altering a class seating arrangement, providing additional supervision or suspending an employee pending an investigation. The district will also 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.

### **Definitions**

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when 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. "Sexual Harassment under Title IX" is a subset of this definition, and the district's response to qualifying allegations is set forth in policy ACA.

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

- Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
- Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
- Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
- Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
- Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
- Comments about an individual's body, sexual activity or sexual attractiveness.
- 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.
- 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:**

**Dr. Patricia Tavenner, Director of Human Resources**

**Jefferson City Public Schools**

**315 E. Dunklin**

**Jefferson City, MO 65101**

**Phone: 573-659-3013 / Fax: 573-659-3807**

**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:**

**Dr. Heather Beaulieu, Deputy Superintendent; Jefferson City School District**

**315 E. Dunklin**

**Jefferson City, MO 65101**

**Phone: 573-691-6371 / Fax: 573-632-3460**

**Dr. Troy Hogg, Assistant Superintendent of Elementary Education; Jefferson City School District**  
**315 E. Dunklin**  
**Jefferson City, MO 65101**  
**Phone: 573-659-3015 / Fax: 573-632-3460**

**Gary Verslues, Assistant Superintendent of Secondary Education; Jefferson City School District**  
**315 E. Dunklin**  
**Jefferson City, MO 65101**  
**Phone: 573-659-3015 / Fax: 573-632-3460**

**Bridget Frank, Assistant Superintendent of Special Services; Jefferson City School District**  
**315 E. Dunklin**  
**Jefferson City, MO 65101**  
**Phone: 573-659-3015 / Fax: 573-632-3460**

**The compliance officer or acting compliance officer will:**

For matters within the scope of this policy, the compliance officer or acting compliance officer will:

Coordinate district compliance with this policy and the law.

Receive all grievances regarding discrimination, harassment and retaliation except as provided in policy ACA.

Serve as the district's designated Title VI, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.

Forward reports of sexual harassment and otherwise assist in Title IX compliance as directed in policy ACA.

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.

Review all evidence brought in disciplinary matters to determine whether additional remedies are appropriate, and recommend which interim measures should be implemented.

Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.

Communicate regularly with the district's law enforcement unit or other law enforcement point of contact for the district to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.

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.

Seek legal advice when necessary to enforce this policy.

Report to the superintendent and the board aggregate information regarding the number and frequency of grievances and compliance with this policy.

Make recommendations regarding changing this policy or the implementation of this policy.

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.

Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.

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 district 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.

#### **Reports Involving Sexual Harassment**

In cases involving sexual harassment, all persons must report incidents directly to the Title IX coordinator for evaluation under policy ACA. All district employees will instruct all persons seeking to make a report or complaint to communicate directly with the Title IX coordinator. Even if the suspected victim of discrimination, harassment or retaliation does not report on their own behalf, district employees are required to report to the Title IX coordinator any observations, rumors or other information about actions prohibited by this policy and policy ACA.

### **All Other Reports**

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 file 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 about actions prohibited by this policy. 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 act upon finding a violation of law, district policy or district expectations.

Even if a grievance under this policy 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. In general, administrators can immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. However, if sexual harassment is observed or alleged, the administrator must consult the Title IX coordinator to determine policy ACA's applicability to the reported facts or allegations prior to imposing discipline. Administrators will report all incidents as directed in the "Reporting" section of this policy and will direct the parent/guardian and student to the compliance officer for further assistance. In cases not being handled under policy ACA, the compliance officer may determine that the incident has been appropriately addressed or recommend additional action.

### **Investigation**

The district will use the investigation process outlined in this section for any grievance filed under this policy (AC).

The district will immediately investigate all grievances submitted under this policy. 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 and/or serve in other roles and capacities under the procedures for grievance processing.

The district does not assume responsibility or liability for actions that are unrelated to the district's programs or activities. However, the district may investigate any behavior that occurs on or off district property to the extent that such an investigation is necessary for the district to meet its legal obligations to address discrimination, harassment and retaliation that negatively impact the education or work environment. The district will address such behavior only to the extent that the district has the legal authority to do so.

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 prompt and effective corrective action in accordance with law.

### **Collaboration with Outside Enforcement Agencies**

In the event an outside enforcement agency is investigating the same allegation of discrimination, harassment or retaliation or a similar allegation, the district will make a preliminary inquiry, then follow the outside enforcement agency's investigation and response procedures instead of the formal district grievance process. During the inquiry, if the district determines that a reasonable basis for concluding this policy was violated exists, it will enforce appropriate interim measures while ensuring due process to the alleged perpetrator when required. When requested by law enforcement, the district may reasonably delay its own investigation to permit law enforcement to conduct the criminal investigation process.

### **Grievance Process Overview**

As all grievances will be investigated by an impartial investigator, 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.

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. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.

To the extent permitted by law, the district will investigate all grievances filed under this policy 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.

The district will share information regarding an individually identifiable student or employee with the person filing the grievance or other persons only as allowed by law and in accordance with board policy.

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.

### **Filing a Grievance**

Grievances shall be submitted in writing to the compliance officer:

Dr. Patricia Tavenner, Director of Human Resources

Jefferson City Public Schools

315 East Dunklin

Jefferson City, MO 65101

Phone: 573-659-3013 / Fax: 573-659-3044

### **Grievance Process**

Level I – A grievance is filed with the district's compliance officer. The compliance officer may conduct the Level I investigation or assign an administrator or other qualified individual to conduct the investigation. If the compliance officer determines that the grievance allegations involve sexual harassment under policy ACA, the report will be routed accordingly.

If the compliance officer is the subject of the grievance, the grievance shall be referred to a school principal or other appropriate supervisor to conduct the investigation.

An investigation will commence no later than five working days after the compliance officer receives the grievance. The investigator 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 investigator will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the investigator will complete a written report that summarizes the investigation and makes determinations as to the facts and whether the facts constitute a violation of this policy based on the appropriate legal standards. If someone other than the compliance officer conducted the investigation, the compliance officer will receive the report and either adopt the report as submitted or modify and complete the report upon further investigation and/or review of applicable policy and law. 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. 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.

Level II – Within five 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 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.

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 other persons the board deems necessary. The person filing the grievance will be allowed to present witnesses and evidence to the board. 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 district will take steps to prevent the recurrence of any discrimination and correct its discriminatory effects on the complainant and others, where appropriate. The decision of the board is final.

### **ENSURING A POSITIVE LEARNING AND WORKING ENVIRONMENT**

Jefferson City School District and Jefferson City High School strives to maintain a positive working and learning environment for all students and staff. Over the course of a school year we recognize that there will undoubtedly be situations of concern/complaints to students, parents, staff and the public. Such concerns/complaints are best resolved by addressing them at the level where the concerns originate through communication with appropriate staff members.

#### **Students, Parents and Public**

If a student and/or parent have a concern/complaint with an issue related to a specific class, program or staff member, they should schedule a time to meet with those individuals in order to communicate respectfully and professionally the specific concerns.

If after that meeting the student and/or parent are not satisfied with the action taken or answers provided, they should schedule a time to meet with the building administrator who is responsible for the immediate supervision of that class, program or staff member. Again, concerns/complaints should be communicated both respectfully and professionally. If after meeting with the building administrator the concerns/complaints have not been resolved the student and/or parent may address the question to the appropriate chain of supervision at the District's Central Office.

If after meeting with the appropriate Central Office administration and the Superintendent, and if the student and/or parent are still dissatisfied with the decision, they may request that the Board of Education consider the issue by submitting a written request to the superintendent or secretary of the Board detailing the specific concern and requested action. Pursuant to Board Policy KL, the Board will address the matter in an appropriate and timely manner.

### **Staff**

Board Policies GBM-1 and GBM-2 reiterate the most desirable way to resolve concerns and conflicts is through free and informal communication at the level of the concern.

If an employee has a concern or complaint with another employee s/he should address the concern or complaint in a respectful and professional manner with that individual whenever possible. If the employee would like an administrator to be present to assist with efforts to resolve the concern, s/he needs to provide a request to the administrator responsible for the direct supervision of the individual or subject matter in question.

If the employee's concern is with an administrator, that employee may ask the supervisor of the administrator to be present to assist with resolving the issue.

According to the above referenced policies, if an employee believes that s/ he has a grievance, s/he shall, within 10 days following knowledge of the act or condition that is the basis for the grievance, discuss the issues involved with the appropriate individuals before initiating a grievance.

This procedure, as well as the Board Policies governing this process, should be viewed as a positive and constructive effort to establish the facts upon which concerns or grievances are based and to accurately implement Board policies. Discrimination and retaliation against any employee filing a grievance are strictly prohibited by Board policy. In addition, Board policy directs all district employees to cooperate in the grievance process. Allegations of illegal discrimination or harassment will be resolved in accordance with policy AC.

Ensuring a positive learning and working environment is the responsibility of each individual. Open and frequent communication and adherence to established policies are also the responsibility of each employee. Board Policy CF (School Building Administration) and GBCB (Staff Conduct) outline several of the responsibilities and codes of conduct for both building administration and district staff. In order for our schools and JCSD to be successful in providing a quality education to all students we must all be committed to both respectful and professional communication and interaction with students, parents, community and each other.

## **PROMOTION, ACCELERATION AND RETENTION OF STUDENTS: BOARD POLICY: IKE**

The district is committed to the continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies. When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students. Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

### **Promotion**

Students will normally progress annually from grade to grade unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

### **Remediation as a Condition of Promotion**

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate. Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

### **Acceleration**

The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs. Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well. When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student. Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

### **Retention**

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will be included in all discussions, but the final decision will rest with the school administration. If a student has a substantial reading deficiency at the end of third grade, the appropriate district staff will visit directly with the student's parents/guardians to discuss whether the student should be retained and will formulate a specific plan to remedy the student's reading deficiency.

## **STUDENT COMPLAINTS AND GRIEVANCES (JCSJ Board Policy KLA)**

Alleged acts of unfairness or any decision made by school personnel, except as otherwise provided for under student suspension and expulsion, which students and/or parents/guardians believe to be unjust or in violation

of pertinent policies of the Board or individual school rules, may be appealed to the school principal or a designated representative. Complaints regarding alleged discrimination or harassment shall be processed in accordance with Board of Education policy AC. The following guidelines are established for the presentation of student complaints and grievances: The teacher shall schedule a conference with the student and any staff members involved to attempt to resolve the problem. Parents/Guardians may be involved in the conference, or a later conference for parents/guardians may be scheduled at the discretion of the teacher.

If the problem is not resolved to the satisfaction of the student and/or parents/guardians, the principal shall schedule a conference with the student and any staff members involved to attempt to resolve the problem. Parents/Guardians may be involved in the conference, or a later conference for parents/guardians may be scheduled at the discretion of the principal.

If the student and/or parents/guardians are not satisfied with the action of the principal, a request may be submitted for a conference with the Assistant to the Superintendent of Elementary Education or the Assistant to the Superintendent of Secondary Education. The appropriate assistant shall arrange a conference to consider the problem and inform participants of the action that will be taken.

If the student and/or parents/guardians are not satisfied with the action of the Assistant to the Superintendent of Elementary Education or the Assistant to the Superintendent of Secondary Education, a request may be submitted for a conference with the Chief of Learning. The Chief of Learning shall arrange a conference to consider the problem, and to inform participants of the action that will be taken.

If the student and/or parents/guardians are not satisfied with the action of the Chief of Learning, a request may be submitted for a conference with the Superintendent of Schools. The Superintendent shall arrange a conference to consider the problem, and to inform participants of the action that will be taken.

If the student and/or parents/guardians are not satisfied with the action of the Superintendent, they may submit a written request to appear before the Board of Education. Unless required by law, a hearing will be at the discretion of the Board. The decision of the Board shall be final.

All persons are assured that they may utilize this policy without reprisal.

\*\*\*\*\*In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

### **SUICIDE AWARENESS AND PREVENTION** (JCSB Board Policy JHDF)

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The district is committed to maintaining a safe environment to protect the health, safety and welfare of students. This policy outlines key protocols and procedures the district will use to raise awareness of suicide and the steps that can be taken to prevent it. The goal of the district is to help students, including students receiving their education virtually, who may be at risk of suicide without stigmatizing students or excluding them from school. The board will provide the resources necessary to meet this goal. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

#### **Crisis Response Team**

The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors and the school nurse and may also include school social workers, school resource officers, teachers and community members as appropriate. The CRT will be responsible for implementation of 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. The CRT members and the building administrator will receive training and coaching in using this tool to assist in making determinations as to whether a student may be at risk of suicide and the appropriate response. Any such determination shall be made by multiple team members. If the district has a behavioral risk assessment team, a threat assessment team or any similar team that monitors students considered "at risk," those teams must immediately contact the CRT if the team has identified a student who might be at risk for self-harm or suicide.

## **Response Plan**

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

### ***Students Who May Be at Risk of Suicide***

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.
3. When a CRT member or the building administrator or designee receives notification that a student may be at risk of suicide, the CRT member, administrator or designee will take the following steps:
4. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.
5. If the student has been located, use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
6. If it is determined that the student may be at risk of suicide, appropriate members of the CRT will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

### **Students Who May Be Having a Suicide Crisis**

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) or 988 for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the CRT member, administrator or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member and the building administrator or designee will, based on their training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, appropriate CRT members will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

### **Confidentiality**

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

### **Abuse and Neglect**

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and board policy.

### **Accommodating a Disability**

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

### **School and Community Resources**

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

A CRT member will follow up with students who have been identified as being at risk of suicide or who have had a suicide crisis and their parents/guardians to offer additional assistance. The CRT will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance.

The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use.

Beginning July 1, 2023, identification badges issued to students in grades 7–12 shall include the Suicide and Crisis Lifeline three-digit phone number, 988, on both sides of the badge. Badges purchased prior to this date may be used until the supply is depleted.

### **Response to Incidents Impacting the School**

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

### **Return to School Following a Suicide Attempt**

Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt.

The case manager will:

1. Meet with the student and family prior to the return date;
2. Study the student's records, including the events that precipitated the attempt if available;
3. Provide information about the student to teachers and other staff members to the extent necessary to support the student's return;
4. Meet with the student regularly; and
5. Assist the student and family in finding supportive services outside of the school.

### **Staff Education on Suicide Prevention and Response Protocol**

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new

employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures and will include:

1. Strategies that can help identify students who are at possible risk of suicide;
2. Strategies and protocols for helping students at possible risk of suicide; and
3. Protocols for responding to a suicide death.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

### **Suicide Prevention Education for Students**

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

## **SURVEYING, ANALYZING OR EVALUATING STUDENTS: BOARD POLICY: JHDA**

### **Inspection**

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teacher's 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 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.

### **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 parents.
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 parents.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a 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 the following:

1. Any other protected information, as defined above, surveys regardless of the funding source. A protected information survey includes a survey, analysis or evaluation that reveals any of the following: political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sexual behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and

ministers; religious practices, affiliations or beliefs of the student or the student's parent; or income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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 of the specific or approximate dates during the school year when the above-listed activities will occur or are expected to occur.

#### **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.

#### **TOBACCO FREE DISTRICT: BOARD POLICY: AH**

To promote the health and safety of all students and staff, and to promote the cleanliness of district property, the district prohibits all employees, students, and patrons from smoking, using tobacco products, imitation tobacco products, and electronic cigarettes in all district facilities, on district transportation, and on all district grounds at all times. This prohibition extends to all facilities the district owns, contracts for, or leases to provide educational services, routine health care, daycare or early childhood development services to children, effective March 1, 2006. This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the district provides services. Students and staff who possess or use such products on district grounds, district transportation, or at district activities will be disciplined in accordance with Board policy.

#### **TRANSPORTATION SERVICES: BOARD POLICY: EEA**

The board, in accordance with state law, may provide free transportation for eligible students attending the district's schools. The superintendent shall ensure that the transportation services of the district meet all of the requirements established by the Missouri Department of Elementary and Secondary Education as well as the policies that pertain directly to the qualifications of transportation operators and operational procedures adopted by the board of education. Any pupil whose residence is one road mile or more from the school to which he or she is assigned by attendance boundaries or special assignment shall be eligible for district transportation. A pupil may be eligible for transportation to/from the home residence or alternate address if both meet the above qualifications. High school students who live one road mile or more from the school which they attend shall be eligible for district transportation. Mileage is measured by the closest route from the student's home to the school to which the student is assigned. Transportation for a student with a disability will be provided if the IEP team determines that such transportation is necessary as a related service due to the student's disability. Transportation for special education students or students classified as homeless will be provided in accordance with law. The superintendent shall ensure that the transportation services of the district meet all state and federal laws as well as other requirements of the board of education. Students may be transported in leased vehicles, private vehicles, common carriers or other contracted transportation as allowed by law and permitted by the Board. All district employees or other persons who drive district-owned or district-leased transportation or who transport students in private vehicles as an agent for the district must meet applicable state and federal laws as

well as district policies and procedures. The superintendent will present to the board a plan for student transportation services for the district no later than the end of October of each year for initial approval and no later than the end of June for the final approval of modifications made during the school year. The plan should follow the procedures set by the State Board of Education.

**District Transportation Safety:**

School officials must provide safe transportation of district students to and from school. Drivers, students and district personnel will follow all laws and district policies and procedures. District vehicles carrying students will be considered extensions of the school environment. Any student whose conduct on district transportation is improper or jeopardizes the safety of other students may be suspended from district transportation services and may be disciplined in accordance with district policy. Uniform rules of conduct and disciplinary measures will be enforced. Students with disabilities will be disciplined according to law.

Students, parents/guardians, bus drivers and school officials must work together to provide for the safe transportation of students. The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering and riding district transportation. Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. Students with disabilities will be disciplined in accordance with their Individualized Education Plan (IEP) or applicable law. The bus driver or other authorized personnel shall report all misbehavior situations to the principal as soon as possible. The bus driver shall report all dangerous situations to the principal immediately.

**NOTE:** For further information, see the *School Transportation Administrator's Handbook*.

**TRAUMA INFORMED SCHOOLS INITIATIVE** (JCSB Board Policies KB-AP(1))

Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the “Trauma-Informed Schools Initiative.”

For the purposes of this initiative, the following terms are defined as follows:

1. “Trauma-informed approach” - an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan
2. “Trauma-informed school” - a school that:
  - a. realizes the widespread impact of trauma and understands potential paths for recovery
  - b. recognizes the signs and symptoms of trauma in students, teachers and staff
  - c. responds by fully integrating knowledge about trauma into its policies, procedures and practices; and
  - d. seeks to actively resist re-traumatization

**TRUANCY** (JCSB Board Policy JEDA)

Students who are absent from school without the knowledge or consent of their parents/guardians and the administration, or students who leave school during any session without the consent of the principal, shall be considered truant. Students may also be considered truant if they have accumulated excessive unjustifiable absences, even with the consent of parent/guardians.

School administrators and teachers are responsible for keeping records of student attendance. Also, the designated attendance officer for the district shall assist the administration when a student attendance problem warrants additional investigation or assistance.

**WEAPONS IN SCHOOL** (JCSB Board Policy JFCJ)

The Board recognizes the importance of preserving a safe educational environment for students, employees, and patrons of the district. In order to maintain the safety of the educational community, the district will enforce strictly the necessary discipline consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time, except as specifically authorized

during school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary.

School property is defined as: property utilized, supervised, rented, leased, or controlled by the school district including but not limited to school playgrounds, parking lots and school buses, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. §921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. §930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device described in 1 – 4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above on school property will be suspended from school for at least one calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

This policy will be submitted annually to the state Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18

U.S.C. §921. The report will include the name of the school in which the incidents occurred, the number of students suspended or expelled and the types of weapons involved.

## **SECTION VII – STATEMENTS OF LEGAL COMPLIANCE**

### **504/TITLE II PUBLIC NOTICE: BOARD POLICY: KB**

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

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

The Jefferson City School District has developed a 504/Title II Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed during regular business hours at the District Central Office located at 315 East Dunklin St. Jefferson City, MO 65101. This notice will be provided in native languages as appropriate.

**DISTRICT HARASSMENT POLICY** (JCSB Board Policy IL)

The Board of Education declares that it is the policy of the school district to maintain a working and learning environment that is free from harassment based on an individual's race, color, religion, gender, sexual orientation or perceived sexual orientation, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law. As a result, it shall be a violation of this policy for any employee of the school district to harass students or other employees of the school district because of their race, color, religion, gender, sexual orientation or perceived sexual orientation, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law. It shall also be a violation of this policy for students to harass employees or other students of the school district based on their race, color, religion, gender, sexual orientation or perceived sexual orientation, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law. In addition, it shall be a violation of this policy for any employee or student of the district to harass parents or other visitors to school buildings or events. In order to constitute a violation of this policy, the harassment must occur on or in school district property, including school owned or contracted vehicles; or during or in conjunction with a school sponsored activity; or directly in connection with the educational process of the school district.

**DYSLEXIA SCREENING** (JCSB Board Policy IGAB)

In accordance with law, the district still screens students for dyslexia and related disorders and provides appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

**JEFFERSON CITY SCHOOL DISTRICT - FAMILY RIGHTS AND PRIVACY ACT**  
**NOTIFICATION BOARD POLICY: KB-AP(1)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Jefferson City School District receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school 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 of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, audi-tor,

medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically 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 discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Jefferson City School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 2020

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION; BOARD POLICY: KA 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).

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

1. **What is a complaint?**  
For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
2. **Who may file a complaint?**  
Any individual or organization may file a complaint.
3. **How can a complaint be filed?**  
Complaints can be filed with the LEA or with the Department.
4. **How will a complaint filed with the LEA be investigated?**  
Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.
5. **What happens if a complaint is not resolved at the local level (LEA)?**  
A complaint not resolved at the local level may be appealed to the Department

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

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

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

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

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days.

That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the 3 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.

**ESSA PARENT'S RIGHT-TO-KNOW: BOARD POLICY: KA**

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

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

- Whether your student's teacher has met State 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.

**JEFFERSON CITY SCHOOL DISTRICT: BOARD POLICY: IGDB, JO**

**ANNUAL NOTIFICATION OF 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 email 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.

***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 of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); 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 coursework 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; 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, home telephone number and email 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 disclosed without the prior written consent of the parent or eligible student.

**JEFFERSON CITY SCHOOL DISTRICT- PUBLIC NOTICE** (JCSD Board Policy IGB and IGBA)

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, highly mobile children, such as migrant and homeless children, 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 Jefferson City School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

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

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

The Jefferson City School District District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during regular business hours at the District Central Office located at 315 East Dunklin Street, Jefferson City, MO 65101.

*This notice will be provided in native languages as appropriate.*

**NOTICE OF NONDISCRIMINATION: BOARD POLICY: AC**

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the district are hereby notified that the district does not discriminate on the basis of race, color, religion, gender, sexual orientation or perceived sexual orientation, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning the district's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), is directed to the Compliance Coordinator below, who has been designated by the district to coordinate the district's efforts to comply with the laws and regulations implementing Title VI, Title IX, the Age Discrimination Act, Section 504, and Title II of the ADA. In addition, any inquiries concerning the district's compliance with the employment provisions of Title VII of the Civil Rights Act of 1964 should be directed to the Compliance Coordinator.

The school district has established grievance procedures for persons unable to resolve problems arising under the statutes above. The Compliance Coordinator listed below will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under Title VI, Title IX, the Age Discrimination Act, Section 504, or Title II of the ADA, may contact the Office for Civil Rights, Region VII, Bolling Federal Building, 601 East 12th Street, Kansas City, MO 64106, telephone (816) 426-7277.

**Compliance Coordinator for Laws Listed in this Notice:**

Human Resources Director  
Jefferson City School District  
314 E Dunklin Street  
Jefferson City, MO 65101  
Phone: 573-632-1938

## **STUDENT RECORDS** (JCSB Board Policy JO)

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. It is the principal purpose of the cumulative record to provide information that will enable the faculty to assist the pupil in any way possible in planning the educational program. The pupil's cumulative record may include, but is not limited to, identifying data; family background information; health data; academic work completed; attendance data; level of achievement, including grades, scores on standardized achievement, intelligence, aptitude, and psychological tests; interest inventory results; teacher or counselor ratings and observations; and verified reports of serious behavior patterns.

The Board of Education shall, upon the recommendation of the superintendent, adopt a plan whereby all pertinent student information shall be recorded and adequately safeguarded.

The superintendent or designee will provide for the proper administration of student records in accordance with law, will develop appropriate procedures for maintaining student records and will standardize procedures for the collection and transmission 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** (JCSB Board Policy JO)

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 of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); 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 coursework 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; 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, home 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.

#### **Law Enforcement Unit Exception**

The Board designates the School Resource Officer (SRO) supervisor with the Jefferson City Police Department as a law enforcement unit under the Family Educational Rights and Privacy Act (FERPA). Records created and maintained by the law enforcement unit for a law enforcement purpose may be disclosed to local, state and federal juvenile justice, law enforcement and social services agencies without parental consent or a subpoena.

### **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.

## **VIRTUAL COURSES: BOARD POLICY: IGCD**

This policy governs part-time enrollment with a hosted Missouri Course Access and Virtual School Program (MOCAP) provider, full- and part-time enrollment with other MOCAP providers, and enrollment in other virtual course options provided through the district. Students who seek full-time enrollment with a hosted MOCAP provider must enroll pursuant to policy IGCD.

### **Definitions**

*Full-Time Virtual Course Enrollment* – The instructional equivalent of six credits per regular term.

*Hosted MOCAP Provider* – A public school district, charter school or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

*MOCAP Provider* – An entity listed by DESE as part of the virtual course program under § 161.670, RSMo., that provides virtual courses for elementary and/or secondary students.

*Virtual Course* – A single class that is designed to deliver all or most of the curriculum electronically. Students may be separated from their instructor or teacher of record by time, location or both.

### **General**

The district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. Students may also enroll in virtual courses offered through MOCAP providers. This could result in entire course loads that are provided through virtual courses from the district, district-selected and/or MOCAP providers while the student remains enrolled in the district.

Students may also take virtual courses from other sources at their own expense. Before a student independently enrolls in and pays for virtual courses not otherwise accessible through the district, the district recommends that the student meet with district staff to ensure that the course aligns with the student's education goals and that the district will accept the course credit.

### **Virtual Course Enrollment**

A student or parent/guardian must receive district approval before the student may enroll in virtual courses provided by or paid for by the district or through MOCAP.

Enrollment in courses offered through MOCAP may be denied only if the principal or designee, in consultation with the student's parents/guardians and relevant staff, determines that it is not in the student's best educational interest to enroll in the course. The principal or designee will consider available opportunities for in-person instruction and the student's prior participation in virtual courses when making this decision. As required by law, the district allows for continuous enrollment in MOCAP courses throughout the year. The principal or designee will approve or deny requests to enroll in a MOCAP course within the timeframe required by law.

### **Enrollment Decision Review**

The principal or designee will notify the student and the parents/guardians in writing when declining student enrollment in a virtual course and provide an explanation for the decision. The student or parent/guardian may

request that the superintendent review the decision, but the superintendent's decision is final.

### Students with Disabilities

A student's individualized education program (IEP) team or Section 504 team will make the virtual course enrollment decisions for students with IEPs or Section 504 plans. If enrollment is appropriate, the IEP or Section 504 team will determine the services, aids, supports and accommodations required. Any review of a decision made by an IEP or Section 504 team must go through the process provided under federal law.

### Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not progressing in the course, the district may remove the student from the virtual course and consider the student's performance when making decisions regarding future virtual course enrollments.

Students enrolled in a district-sponsored course or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law. A completed virtual course or MOCAP course shall be counted as no less than 95 percent attendance for purposes of A+ Scholarship Program eligibility.

### Eligibility for Extracurricular Activities

Students enrolled in virtual courses offered through the district or through MOCAP under this policy are considered district students and are eligible to participate in extracurricular activities unless restricted by the Missouri State High School Activities Association.

### State Assessments

Students are required to take the state assessments, including district-administered examinations, regardless of whether the course for which the examination is required was taken virtually or in person.

### Credit

The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP providers. Credits obtained from other sources will be recognized in accordance with policy JECC.

### Notice

District-provided and district-sponsored virtual courses will be advertised in the district's course catalog. The district will inform students and parents/guardians of MOCAP program availability in parent/guardian handbooks and registration documents and feature the program on the homepage of the district's website, as required by law. The district will provide every student enrolled in the district and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of the school year or upon enrollment. In addition, the district will provide a readily viewable link to the guidance document on the main page of its website.

### **FULL-TIME MOCAP VIRTUAL COURSES: BOARD POLICY: IGCDA**

This policy applies to students seeking to enroll full-time in the Missouri Course Access and Virtual School Program (MOCAP) with a course provider that is a public school district, charter school or higher education institution (a "hosted MOCAP provider"). See policy IGCD for part-time enrollment with a hosted MOCAP provider, full- or part-time enrollment with other MOCAP providers or enrollment in other virtual course options provided through the District.

### **Definitions**

District – The Jefferson City School District.

Education Services Plan and Collaborative Agreement (ESP) – A plan for providing educational services to virtual students. The plan may require the resident school district to provide the student with support services or access to school facilities.

Full-Time MOCAP Student – A student who is enrolled in a MOCAP program for the instructional equivalent of six credits per regular term.

Hosted MOCAP Provider – A public school district, charter school or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

Missouri Course Access and Virtual School Program (MOCAP) Course – A virtual course that is offered by a course provider listed by DESE as part of the virtual course program under § 161.670, RSMo.

### **Hosted MOCAP Providers**

Resident students who seek to enroll with a hosted MOCAP provider on a full-time basis without paying tuition must first enroll with the District. Students who are accepted by the hosted MOCAP provider will have their enrollment transferred to the host district, and the student will be considered a student of the host district for all purposes.

The District will collaborate in good faith with the virtual program and the host district to determine whether it is in the best educational interest of the student to enroll full-time in a MOCAP program and will cooperate to create an education services plan and collaborative agreement for a resident student. The superintendent or designee will provide relevant information and input on the student's enrollment. The collaborative team will consider all relevant factors, including available opportunities for in-person instruction.

Students who are denied enrollment may utilize the state process for reviewing the decision.

### **Students with Disabilities**

A student's individualized education program (IEP) or Section 504 team will make the initial decision on whether the student with an IEP or Section 504 plan is approved to enroll full-time in virtual courses, including MOCAP courses. Any appeal of a decision made by an IEP or Section 504 team must follow the process provided under federal law.

### **Education Services Plan and Collaborative Agreement**

Once enrollment is approved, the District will work with the host district and MOCAP course provider to create an education services plan and collaborative agreement for support of the student. For special education students, the student's IEP governs the plan. If the plan requires the District to provide the student with services or access to District facilities, the District will seek reimbursement by the host district as allowed by law.

### **Eligibility for Extracurricular Activities**

Resident students enrolled full-time with a hosted MOCAP provider are considered students of the host district. The District will allow these students to participate in District extracurricular activities if the District allows other unenrolled students, such as homeschooled or private school students, to participate in the activity. Otherwise, participation will be allowed only as required by law.

### **Notice**

The District will inform students and parents/guardians of the availability of the MOCAP program in parent/guardian handbooks and registration documents and feature the program on the homepage of the District's website, as required by law. The District will provide every student enrolled in the District and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of the school year or upon enrollment. In addition, the District will provide a readily viewable link to the guidance document on the main page of its website.

### **Re-Enrollment**

If the District is notified that a resident, full-time MOCAP student has been disenrolled by a MOCAP provider, the District will provide a written list of available educational options in the District to the parents/guardians of the student and will promptly re-enroll the student when notified by the parent/guardian.

## SECTION VIII – ADDENDUMS

**Disclaimer-** To the extent this handbook conflicts with the Jefferson City, Missouri School Board Association (MSBA) Board Policy, the Board Policy (BP) prevails. Refer to the District website at <https://www.jcschools.us> for more information current policies. The Board Policy Manual can be found at <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=117>. Please refer to the district website for the most current Board Policy. (<http://policy.msbanet.org/jeffersoncity/>)