

PARKWAY SCHOOL DISTRICT



Hanna Woods Elementary School Handbook 2011 – 2012



**720 Hanna Road
Manchester, MO 63021**

**314-415-6300
314-415-6312 FAX**

www.pkwy.k12.mo.us/hanna

Dear Hanna Woods Families,

Welcome to a new and exciting school year at Hanna Woods Elementary School! It has been an amazing summer watching our building change as we put in walls, doors, and updated paint colors to bring you a new and exciting physical structure to send your children. In addition to the physical construction, as a staff we have decided to continue the theme of construction into the school year with a school-wide theme – ‘Building Our Character – One Brick at a Time.’ Over the course of the school year, you’ll continually hear about how we are building our students in both character and academics to make Hanna Woods students among the brightest that Parkway has to offer. We look forward to partnering with you to make that happen!

For those of you who would like a little history of our school, Hanna Woods is located on a twelve-acre site in Manchester, Missouri and was built from 1970 to 1972. While several renovations and additions have been conducted since that time, the basic scheme of the school still retains a very ‘open’ feel with the majority of classrooms being open. We pride ourselves on the partnership that we have had with Arts Partners and, as you visit our school, this partnership is evident in the student work that is displayed throughout the school. Our staff is anxiously looking forward to again incorporating the arts into our content areas as we work to provide many ways for students to learn the Parkway curriculum.

Finally, we are excitedly working to embrace the many cultures that are represented through the families of Hanna Woods. As of this writing, our school community is represented by several different languages as well as many more countries. Our hope is that the diversity at Hanna Woods provides all students with opportunities that might not otherwise exist. Through this experience our students will learn respect and tolerance of the many differences that we all bring to the wonderfully diverse culture of Hanna Woods. We look forward to working with each member of our school community to insure the success of every student.

Patrick Shelton
Principal

Lisa Thompson
Administrative Intern

ATTENDANCE

Regular attendance and punctuality relate positively toward school achievement and a child's self-worth. Irregular attendance creates insecurity and stifles learning. When a student is tardy, he/she should report to the office and obtain a late pass for the teacher. If your child is absent, please report the absence by phone to the office. The absence may be called in from 4:00 p.m. until 8:00 a.m. at 314- 415-6326. After 8:00 a.m., please contact the office at 314-415-6300.

If you fail to report the absence, please send a note with your child upon returning to school stating the reason for the absence. For prolonged absences, contact the principal regarding homebound instruction. Hanna Woods operates a Dial Safe program, which means we will call you if we have not heard from you.

In order to maintain an appropriate level of communication between school and home, and encourage good attendance, a member of our staff will contact parents either via email, phone, or in writing following the 5th and 10th absences of the school year, or once a child has been absent 10% of the attendance days.

BICYCLES

For the safety and welfare of our students, we have outlined the following bicycle rules to be followed during the school day:

1. Walk the bicycles across school grounds.
2. Lock bikes to the bike rack in front of school.

BUS TRANSPORTATION

The district provides transportation for students residing one-half mile or more from Hanna Woods Elementary School. Hazardous routes, as designated by the Board of Education, exclude the one-half mile limitation. Students must comply with the following regulations and responsibilities when riding the bus:

1. Obey the bus driver.
2. Remain seated on the bus at all times.
3. Keep hands, arms, head, and belongings inside the bus.
4. Speak in quiet tones.
5. Use no profane or obscene gestures or speech.
6. Do not fight, spit, or throw objects.
7. Do not destroy property.

Repeat offenders may lose the right to ride the bus.

Your child is to ride on the assigned bus. Exceptions can be made with the parent's written consent to the principal. The student delivers this request to the office before school begins. The office assigns a special bus pass for that day. If a student should miss the bus, he/she may call home from the office.

CAFETERIA

A central kitchen located at South High School services Hanna Woods's meals. Our cafeteria offers a balanced hot lunch for a reasonable charge. Students use a personal identification number (PIN) to make deposits to their personal cafeteria "Bank Account" for purchasing meals and a la carte items. Complete the information on a special deposit envelope; insert cash or check, payable to **Parkway Food Services**. Deposit sealed envelopes in the Meal Deposit Box located at the main entrance desk. Purchase lunches daily or in quantities. Internet deposits are now available, just go to the Parkway Food Service website for help signing up.

Parkway publishes monthly menus that are sent home with your student. Follow these for daily choices. Students who bring their lunch may buy a milk or juice. If a student forgets lunch or money, the student may charge lunch that day. Students may not charge for more than three days, without repaying the account.

DRESS

School clothing should be appropriate, functional, comfortable, but most of all reflective of the student's attitude toward his/her main job--learning. Clothing should never distract from that job. Students should refrain from wearing spaghetti straps, halter tops and tank tops (using the 2-inch rule), short -shorts/skirts and any shirt displaying inappropriate messages for the school environment. Dressing in layers provides transition during seasonal changes. Boots or overshoes are needed for outside play in snowy weather.

EMERGENCY CONTACTS

Hanna Woods sends home a Census Verification Form each fall for parents to correct and update. This information is critical for daily operations and emergencies. Please complete these forms thoroughly for your child's best interest. Maintaining accurate information throughout the year is essential. Please call the office immediately if changes do occur.

EMERGENCY SCHOOL CLOSING

Schools may close unexpectedly due to severe weather, power failure, heating problems, etc. Please make sure you have returned the Inclement Weather Form that was sent to you at the beginning of the school year.

ENGLISH AS A SECOND LANGUAGE

Title III, ESOL is a federally funded program designed to support educational opportunities for those who are learning English as a new language. This program provides support to students who need to improve their English in order to improve their academic performance.

ENROLLMENT IN THE PROGRAM

Parkway ESOL students receive additional support while learning English. They are enrolled in regular classes, but they may be pulled into English classes during the day. This type of immersion based program allows students to advance as quickly as possible in English while having the opportunity to participate in the regular school day setting. The amount of time students spend in ESOL classes depends on their age and their current level of proficiency.

Students are assigned to the program based on the results of the English language screening test given as students enroll in the district. This test provides information on how well a student reads, writes, speaks and comprehends English. Other criteria are taken into consideration when assigning students to the program.

Students in Kindergarten normally attend their neighborhood school. Generally, students in grades 1 – 5 are enrolled in one of the ESOL Center Schools – Carman Trails, Craig, Green Trails, Hanna Woods, McKelvey or Ross. Students in grades 6 – 8 attend Central Middle or Northeast Middle and those in grades 9 – 12 attend Central High or North High. Transportation is provided for all students.

EXIT FROM THE PROGRAM

All ESOL students are assessed annually to determine progress. Students will be mainstreamed when annual test scores show proficiency at grade level and when they have demonstrated an ability to function in the regular classroom setting without the need for additional support from the ESOL teacher.

It is difficult to know how long an individual child will be part of the ESOL program. Elementary children are normally in the program for two to three years. Secondary students are often part of the program for three to five years. All students in the program will receive regular communication from the ESOL teachers and parents are welcome to request individual conferences.

Parents do have the right to withdraw their child from the program at any time.

FIRST AID

Our school performs minor first aid only. The school nurse, health room assistant or other school personnel administer to these injuries. For health care extending beyond first aid, the school expects parents to take responsibility. Our primary objective is to prevent accidents through close supervision. If a child is not able to return to class, the school contacts the parents to pick up the student.

GIFTED AND TALENTED PROGRAM

Parkway's Gifted Program is multifaceted. In keeping with state guidelines, the program's goal is to provide experiences that serve the needs of formally identified students and members of the school community (as the gifted and talented teacher's schedule provides.) Curriculum includes exposure to the arts, sciences, mathematics, and forms of communication. Hanna Woods has a certified gifted and talented teacher on staff who strengthens the students' higher order thinking skills while nurturing their creative abilities. This specialized instructor serves as a resource to classroom teachers to modify classroom curriculum through compacting, acceleration, and enrichment.

HOMEWORK

The Board of Education believes that learning is a lifelong process that takes place not only in the classroom but also in the home and community. Therefore, homework is important as an integral part of the educational process. Properly designed homework helps students develop responsibility, independence, and time management skills. It creates interest on the part of the student in continuing the learning process after class hours and throughout life. It provides an important channel of communication between the home and school. It is the intent of the Board of Education that appropriate homework be assigned at all grade levels and that such assignments reflect increasing responsibility and skill development on the part of students. Homework guidelines are coordinated among schools and articulated between grade levels, especially within each K-12 attendance area. (Parkway School District Policy IKB) Homework shall be "an assignment that students complete outside the regular classroom time."

Following are the four basic categories of such work:

1. Practice assignments that help students master specific skills
2. Preparation assignments that enable students to gain maximum benefit from subsequent lessons

3. Extension assignments that determine a student's ability to transfer a new skill or concept to a new situation and require a degree of abstract thinking
4. Creative assignments that require students to integrate many skills and concepts in the process of producing a response

HOST FAMILIES

Parkway city students have an opportunity to participate in after school activities such as plays, all district performances, and musical events through the use of the Hanna Woods Host Family Program.

The children are invited to a neighborhood home after school until the time for the activity. This sometimes includes an overnight visit, although transportation home can be arranged after the event. In case of a weather emergency, host families will provide food and shelter for our voluntary students.

INTERNET

Hanna Woods accesses our district's computer network. To gain access, all students under the age of 18 must obtain parental permission and must sign and return a permission form to the library media specialist. Network access enables students to explore thousands of libraries, databases, and bulletin boards. Families should be warned that some material accessible might contain items that may be potentially offensive to some people. While our intent is to make access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students in the form of information resources and opportunities for collaboration exceed any disadvantages. In compliance with the Internet Child Protection Act, a filter/screen is installed district-wide. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the district supports and respects each family's right to decide whether or not to apply for access on the PI (Pupil Information) form. Hanna Woods's Internet Website address:
www.pkwy.k12.mo.us/hanna/

LIBRARY

All classes visit the library on a regular basis to learn and hear about care of books, award-winning books and authors, library organization skills, research skills, use of PANDA terminals, and good stories drawn and told.

LOST AND FOUND

Hanna Woods has a lost and found container and rack near the entrance to the multi-purpose room. It is advisable to label all personal items for identification.

MEDICAL EMERGENCY

In the event of a medical emergency, specific Hanna Woods staff members are designated to provide first aid until rescue vehicles arrive. Several additional staff members are trained and certified in adult and child CPR, should the need occur.

MEDICATION

The Parkway Board of Education policy discourages the administration of medication during school hours. It restricts the administration of medications to those not offered on an alternate dose schedule. Medicine administered by the school must be accompanied by **all** of the following:

- a label affixed by a pharmacy or physician showing the child's name, the dosage, and the schedule of administration;
 - what the prescription contains;
 - the date purchased;
 - the physician's name;
 - the guardian's written request for the medication to be administered.

When the above conditions are met, the administration of the medication is limited to the school nurse, principal, teacher, or school secretary. All medication is kept in a locked cabinet in the nurse's office. Over-the-counter medication for administration must be in the original container and accompanied by a written consent from the doctor and the guardian. The school nurse's direct office number is 314-415-6310.

SCHOOL EXPECTATIONS

Our school expectations are in place to encourage proper and civil behavior from both students and adults when in the building. As staff members, we model this behavior and ask that all adults join us in doing so while in the building. School Expectations will be taught and communicated to students at the beginning of school and revisited throughout the school year.

Our School Expectations are:

- Be Respectful
- Be Responsible
- Be Kind
- Be the Best Me I Can Be!

SCHOOL HOURS

School hours are 7:49 a.m. – 2:44 p.m. Students may enter the building beginning at 7:30 a.m. and are expected to depart at 2:44 p.m. Exceptions include those involved in the before/after childcare service or extracurricular programming. Buses are provided for all eligible children and using the bus helps reduce traffic congestion. The school is not responsible for children on the school grounds before 7:30 a.m. or after 2:44 p.m.

SMOKING

Parkway School District prohibits smoking inside our building or anywhere on the outer premises.

STUDENT BEHAVIOR/DISCIPLINE

Please read and become familiar with Parkway Policy JK, Student Discipline, provided by the district. The district mails a copy to each student's home. Keep a copy with this student handbook for future reference. Additional copies are available from the Hanna Woods office upon request. Although the "Standards of Conduct" and the academic/behavior intervention plan defined in Policy JK, Student Discipline, apply to all students, specific consequences for violations of these standards by students with disabilities will be determined in accordance with Policy JFK, Disciplining Students with Disabilities.

STUDENT PLACEMENT

In the spring, your student's teacher creates an information card about your child indicating the level of functioning in reading, math, and other pertinent information. Teachers, counselors, principals, reading specialists, and resource room teachers confer to compose the upcoming year's teacher/classroom rosters accessing the information cards.

They form classes considering the following:

- Relationship of teacher and student for addressing specific needs
- Attention that some students are placed/not placed in the same classroom
- Equal distribution of boys to girls and varying achievement levels
- Care that every teacher has a balanced, heterogeneous group of students

If you have an educational or placement concern regarding your child, an opportunity will be provided for you to communicate that concern to school personnel.

STUDENT RECORDS

Parents may inspect and review their child's education/health records upon request. Submit to the principal a written request identifying the record(s) you would like to review. The principal or other appropriate school administrator arranges access.

Likewise, Parkway School District discloses information from a student's education/health records only with the written consent of the parent and/or eligible student.

TELEPHONES

Each classroom is equipped with a telephone. If your child needs to contact you, he/she will use the phone with teacher permission. If you need to contact your child you may leave a voice mail on the teacher's line or call the office to be sure the message is delivered.

TEXTBOOKS AND SUPPLIES

The district provides textbooks and the major supplies required for learning. Children are responsible for the care of all books, materials, and furniture supplied for their use. The school requests payment for lost or damaged items. Check the grade level or class supply list found in the office or class. Parents need to furnish certain items that are consumed by the students (i.e.- pencils, paper, erasers, scissors and crayons).

VISITATION

Parents are encouraged to be a part of the school community at Hanna Woods Elementary School. If a classroom visit or observation is desired, arrangements should be made with the teacher or other school official in advance. All visitors should check-in at the office to receive visitor identification. Visits to the classroom or observations in the classroom may be made **ONLY** if your child is present. Please keep in mind that teachers are unable to visit with parents during an instructional period but will gladly schedule an appointment if needed.

VOICEMAIL

To reach a staff member, please dial his or her extension directly. These numbers can be found on our school website or in the school buzz book.

VOLUNTEERS

In our efforts to educate all children, the help of volunteers is greatly appreciated. When you are in the building and working in any capacity, we ask that you wear your volunteer badge found in the office. Badges will be made for anyone serving on a regular basis.

VOTER REGISTRATION

All citizens, eighteen years of age or older, are eligible to register to vote in the state of Missouri. If you are not now registered, we encourage stopping by our school office. Register during office hours with one of our deputized secretaries.

WITHDRAWAL AND TRANSFER

If your child is transferring out of the Hanna Woods attendance area, a release waiver of student record forms must be signed by the parents. Transfer information that will enable the new school to place your child in the proper program will be given to your child on his last day of attendance. Permanent records will be mailed to the new school.

Parkway School District
Hanna Woods Elementary School
School Policies and Notifications

ASBESTOS NOTIFICATION

Hanna Woods Elementary School

720 Hanna Road

The U.S. EPA Asbestos Hazard Emergency Response Act (AHERA) under the Federal Code of Regulations 40 CFR 763.93g (4) requires that building occupants be notified annually of the presence of asbestos in the building and the availability of the Asbestos Management Plan. A copy of the Management Plan is available for review in the school office or at the Parkway School District's Environmental Services Department located at 363 Woods Mill Road, Chesterfield, Missouri. The Management Plan identifies the types and locations of asbestos in the building, and identifies inspections, sampling data, and response actions taken by the District.

Questions regarding asbestos or the Management Plan can be directed to the Principal, Mr. Patrick Shelton, at 314-415-6301, or to Juliette Travous, Manager of Environmental Services for Parkway School District, at 314-415-8294.

NON-DISCRIMINATION/ACCOMMODATION NOTICE

The Parkway School District does not discriminate on the basis of race, color, religion, national origin, gender, or disability in admission or access to, or treatment or employment in, its programs or activities. **If an otherwise qualified person with a disability needs accommodations to attend or participate in a school or District activity, please contact a staff member responsible for that event at least four (4) business days in advance.**

Questions, concerns, or requests for information/assistance can also be directed to the designated

District coordinator for each applicable federal law.

PSD – November 2008

CARE TEAM/"PROBLEM SOLVING"

All Parkway schools utilize a Care Team and "problem solving" model for addressing concerns of any type that arise at school about a student. A Care Team is a group of professional staff representing a variety of disciplines. These may include general education, guidance and counseling, administration, school health/nursing, special education, speech/language pathology, school social work, and school psychology.

To the extent warranted, the "problem solving" process involves problem identification (i.e., definition and analysis), the development and implementation of supports/interventions, evaluation of their effectiveness, and, as needed, referral (e.g., for assistance, additional assessment, or services). This process is based on systematic data collection and analysis, documentation, consideration of all relevant and available information, and hypotheses development/testing. Care Teams rely on existing educational information and staff input, but also collect additional data through the intervention process and, when necessary, individual student assessment. Informed parent consent generally will be obtained before any student is individually assessed by a member of the school staff UNLESS the assessment is part of the District's screening activities (i.e., something done with a particular group of students) or the normal instructional process (i.e., reading assessments).

Care Teams also encourage parents to provide any and all relevant information, including from outside professionals or agencies, about their children. Questions about Care Teams and the "problem solving" process should be directed to guidance counselors or school administrators.

PSD – July 2008

STUDENTS WITH DISABILITIES/SPECIAL EDUCATION PROGRAMS

Students with disabilities are protected by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are entitled to a "free appropriate public education" (FAPE), which is defined by the student's Individualized Education Program (IEP) or Individualized Accommodation Plan (IAP). Parents/guardians who believe their child may have a disability can initiate the special education and/or Section 504 "identification" process by making a request to school staff. When staff have significant concerns about a student, they are to initiate the "problem solving" process and, when appropriate, refer the student to the school's Care Team.

Students between the ages of three (3) and twenty-one (21) residing in St. Louis County, as well as St. Louis City residents attending Parkway schools, are eligible for special education and related services offered by the Special School District (SSD) of St. Louis County if they are diagnosed with educational disabilities. The SSD also provides special education and audio logical evaluations, hearing and speech/language screening services, Special Non-Public Access Program (SNAP) special education services for students with educational disabilities attending private/parochial schools, and a variety of adult education and "transitional" programs. Homebound instruction for home or hospital-bound students (both with and without disabilities) and applied technology/vocational programming are also available. Parkway provides accommodations and services for students with Section 504 disabilities who are not eligible for services from the SSD.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning the content or maintenance of personally identifiable information about their children. The rights of individuals with disabilities are available upon request from school staff or the Parkway Special Services Department. Appeals of disability related decisions should be submitted in writing to the Parkway and/or SSD Superintendents of Schools.

Questions or requests for assistance/information should be directed to the student's guidance counselor, or to Parkway's Special Services Department at the Administrative Center (@ 314-415-8071).

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are protected from discrimination and guaranteed a "free appropriate public education" (FAPE), which is defined by their Individualized Education Program (IEP) or, for Section 504, Individualized Accommodation Plan (IAP). The rights of students with disabilities and the roles/responsibilities for Parkway and the Special School District (SSD) of St. Louis County are described in Missouri Department of Elementary and Secondary Education's (DESE) *State Plan for Special Education* and IDEA-2004 *Procedural Safeguards for Children and Parents* brochure

- the SSD's Compliance Plan
- the St. Louis County *General Assurance Document*
- the U.S. General Education Provision Act (GEPA)
- Parkway's policies/guidelines and Section 504 rights handout.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning personally identifiable information maintained on their child. Parents/guardians (or majority age students) are to be provided with their procedural safeguards and written notification regarding the identification, evaluation, and/or placement of students with disabilities.

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, Deaf/Blindness, Emotional Disturbance, 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/Blind, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with Section 504 disabilities who are not eligible under the IDEA.

The SSD offers special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students. These include evaluation, screening, and special education services for students with educational disabilities attending non-public schools. For students with and without diagnosed educational disabilities, the districts offer Homebound Instruction (for home or hospital-bound students) and applied technology/vocational programming.

The districts are required to locate, evaluate, and identify children with disabilities under their jurisdiction, regardless of the severity of the disability, and assist the State with information and referral services in the implementation of early intervention services for infants and toddlers

eligible for Missouri's First Steps Program. This includes non-resident children attending private schools in Parkway, highly mobile children (i.e., migrant and homeless children), and children suspected of having a disability and in need of special education even though advancing from grade to grade. When staff has significant concerns about a student, they are to initiate the "problem solving" process and, when needed, refer the student to the school's Care Team. Parkway Care Teams initiate the disability identification process when appropriate. Parents/guardians who suspect a disability may initiate the disability "identification" process by making a request to school staff.

All students with disabilities are served in the least restrictive environment and attend their neighborhood Parkway schools unless determined otherwise. A student's IEP or IAP Team determines what placement, program, special education and related services, supplemental aids, adaptations, curriculum modifications, or other accommodations are required. The opportunity to participate in the Parkway curriculum, earn "regular" or "modified curriculum" credit, and obtain a high school diploma is available to all students.

Questions and requests for assistance, information, or this notice in another language should be directed to Parkway's Special Services Department at the Administrative Center (@ 314-415-8071) or the school's "special education administrative team" (Parkway administrator and SSD area coordinator).

PARENT ADVISORY COUNCIL FOR CHILDREN WITH DISABILITIES (PACCD)

If your child receives special education services, has been diagnosed with a Section 504 disability, or is suspected of having a disability (i.e., being referred/evaluated), Parkway welcomes your involvement in a volunteer parent organization committed to securing quality education for students with special needs. Parents have opportunities to become involved with the PACCD at both the school and district levels.

Each school has one or more parent representatives who select and advise a district-level steering committee. The steering committee meets with Parkway and Special School District (SSD) administrators and acts in an advisory capacity regarding programs and services for students with disabilities. The organization also provides support and information to parents and sponsors general meetings for anyone interested in attending.

If you have questions, want assistance or information, and/or would like to be a PACCD representative for your child's school, please contact Parkway's Special Services Department at the Administrative Center at 415-8071.

The PACCD website is www.paccd.org. The email for the organization is info@paccd.org.

ELEMENTARY SPECIAL EDUCATION PROGRAM DESCRIPTION

SPECIAL EDUCATION

In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County provides special education staff, services, and programs for Parkway students with disabilities. A student qualifies for special education and related services when it is determined through evaluation that there is an educational disability which “adversely affects educational performance” and requires special education services.

All decisions regarding a student’s Free Appropriate Public Education (FAPE) and Individualized Education Program (IEP) are to be made by the student’s IEP Team, which includes the student’s parent(s)/guardian(s) and, as appropriate, the student. Emphasis is on keeping the student in the “least restrictive environment” (LRE) and supporting the student in Parkway’s general education curriculum. The types and amounts of special education and related services, service delivery models, settings in which the services are delivered, curriculum modifications, necessary adaptations, and all other instructional decisions related to the student’s disability are to be made by the IEP Team. Certain procedural safeguards, which include the right to appeal diagnostic and IEP decisions, are available to students with disabilities and their parents.

SPECIAL EDUCATION SERVICES

Special education services can be provided in a number of ways. These include:

Consultative Services: Special education staff works with general educators to monitor student performance and to adapt and/or modify classroom instruction, curriculum, materials, and tests

in order to address student needs.

Direct Special Education Services In A Special Education Setting: Special education staff provide direct instruction and/or other services in a special education classroom or other setting

outside of the general education programs. This model is frequently used for either:

Learning Strategies: Instruction follows specific curricula to teach studying, writing, note taking, outlining, test preparation, test taking, and other skills designed to meet a student’s individual goals.

Individualized Instruction: These IEP determined areas of instruction and support could include:

“Learning Support:” Support is provided in content areas through remediation, review, and opportunities to apply "Learning Strategies" skills to daily classroom assignments.

“Alternative... (e.g., Alt. Math, Alt. Eng.):” Direct instruction in content areas (e.g., math, reading, writing, English, science) is tailored specifically to student needs.

“Individualized Instruction:” A “curriculum” which is individualized for a student by the IEP team (for example, to address IEP goal(s)/objectives), does not relate to a traditional content area, and is based on materials and/or activities adapted by the special education teacher or on an established curriculum is provided. This does NOT mean 1-to-1 instruction.

“Community Access:” Special education supervised community experiences may be a

component of some specialized programs.

Direct Special Education Services In A General Education Setting: Special education staff provide instructional support and/or other services in a general education classroom/setting. A frequently employed model for doing so is:

Co-Teaching/Collaborative Instruction: Special education services are provided through collaborative planning and teaching involving a Parkway general education teacher and a special education teacher. Co-teaching is not offered in all content areas, grades, or classrooms. Availability will vary according to building needs and resources, as well as on student needs identified through the IEP process.

NOTE: Students may attend general education classes but work on content area requirements, objectives, and competencies that are significantly reduced and/or altered. The student's record (i.e., report card, education record) will document such modifications. The following notation will appear on Parkway transcripts: "* = Modified Curriculum."

Related Services: Related services are to be provided to a student with a disability when such services "are required to assist a child with a disability to benefit from special education." Related services include, but are not limited to: social work, counseling, speech-language services, occupational therapy (OT), physical therapy (PT), and adaptive physical education (APE). The types and minutes/week of related services and the settings in which they are provided are determined by a student's IEP Team based on need.

LEVELS OF SPECIAL EDUCATION SERVICE

A student's level of service is determined by the **total amount of time** he/she is "**inside the regular classroom**" (i.e., participating in general education settings/activities). Regardless of their level of service, some students with certain disability related needs may require specialized special education programs, services, and/or expertise which may be located only at certain Parkway schools. The levels of service (i.e., Missouri Department of Elementary and Secondary Education "special education placements") offered in Parkway schools are:

- "Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. (These are children who receive special education and related services outside the regular classroom for less than 21 percent of the school day.)"
- "Students with disabilities who are inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.)"
- "Students with disabilities who are inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.)"

MODIFIED CURRICULUM

The opportunity to participate in a Parkway content area classroom and earn credit for their work is available to all students, regardless of the nature and severity of their disabilities. With appropriate adaptations and support, most students are able to meet curriculum objectives and be graded on the same expectations as other students. Modified curricula are intended for use when, despite adaptations and support, students are unable to achieve the minimal outcomes defined for the curriculum and therefore require the essence of the Parkway curriculum to be changed (modified) to accommodate their needs.

When curriculum is modified, **an asterisk (*)** and the following notation will appear on Parkway transcripts: "* or IEP = Modified Curriculum." Use of an asterisk (*) on progress reports and transcripts to indicate that curriculum has been modified is **determined by the content and nature of the work attempted** by the student and NOT by who teaches the student (course) or in

what setting (i.e., general or special education) the student spends a given period.

An asterisk (*) will appear next to "courses" when:

- the "essence" of a traditional, approved Parkway course has been changed (usually by significantly modifying the course content, objectives, and competencies) to meet the individual needs of a student
- students are doing content (e.g., math, English, science, history) related work in a special education setting where the content taught by the special education teacher is modified and based on individualized expectations
- students are working on "daily living," vocational, or other "alternative" curricula (including community access activities) which are determined by the IEP Team and do not relate to traditional, approved Parkway courses.

For students working on significantly modified content/competencies in Parkway general education classrooms, Parkway instructors are able to give such students appropriate grades and credit without compromising those for students working on traditional course work. No asterisk (*) will be used when the essence of the Parkway curriculum, objectives and competencies is maintained. This is true even when a student is in a general education classroom setting involving co-teaching, direct support from special education staff (i.e., teacher, interpreter, assistant), and/or adaptations to instruction, testing, or materials. When a student is in a special education setting, but is working on the traditional or established content, requirements, and competencies for the approved general education Parkway curriculum, no asterisk (*) will appear if his/her curriculum is the same as for other students.

For students receiving special education services, their IEP Team must determine and document all adaptations, curricular modifications, and how grades will be determined when there are differences from those provided for students without disabilities. For students with

Section 504 disabilities, the Individualized Accommodation Plan (IAP) Team must determine and document changes from what is comparable for students without disabilities. For students who do not have disabilities, the student's parent(s)/guardian(s) must agree to modifications and how the modification will be documented in the student's record.

Grades for students whose course/program is modified will be based on the same criteria used to grade other students. Therefore, **grades are to be based on the extent to which the modified requirements, expectations, and competencies/skills are met, not met, or exceeded by the student, as well as other variables** (i.e., class participation, homework completion and performance) used by teachers to determine grades. The teacher(s) responsible for a student's primary instruction in a given area is to determine the student's grade. **Grading can also be modified by switching to a pass/fail criterion or determining that no grade will be given (i.e., audit).**

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL NOTIFICATION

1. Notification of Rights

Each year the Parkway School District is required to give notice of the various rights accorded to parents or eligible students pursuant to the Family Educational Rights and Privacy Act (FERPA). Parents and eligible students have a right to be notified and informed. In accordance with FERPA, you are notified of the following:

II. RIGHTS OF PARENTS

1. **RIGHT TO INSPECT:** You have the right to review and inspect substantially all of your educational records maintained by or at the District. You should submit to the student's school principal or other appropriate school official a written request that identifies the record or records you wish to review and inspect. You may also wish to request a copy of the Student Records policy and guidelines, which contain additional information.

2. **RIGHT TO PREVENT DISCLOSURES:** You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of the District to limit the disclosure of information contained in your education records to those instances where prior written consent has been given to the disclosure, as an item of directory information which you have not refused to permit disclosure, or under the provisions of Family Educational Rights and Privacy Act (FERPA) which allow disclosure without prior written consent.

3. **RIGHT TO REQUEST AMENDMENT:** You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter the education records according to your request. You may request an amendment of your child's records according to your request. You may request an amendment of your child's records by (1) advising the appropriate Parkway official how you wish to amend the student's record and why, and (2) requesting a copy of the Student Records policy and guidelines, which contain additional information.

4. **RIGHT TO COMPLAINT:** You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, concerning the District's alleged failure to comply with Family Educational Rights and Privacy Act.

5. **RIGHT TO OBTAIN POLICY:** You have the right to obtain a copy of the written policy adopted by the Board of Education of the Parkway School District in compliance with Family Educational Rights and Privacy Act. A copy may be obtained in person or by mail from: Custodian of Records, Parkway School District, 455 North Woods Mill Road, Chesterfield, Missouri 63017.

III. SHARING OF INFORMATION

1. The District will disclose information from a student's education and/or health records to Parkway School

District school officials who have a legitimate educational interest in the records. A school official is defined as:

- * A person employed by the District as an administrator, supervisor, instructor, or support staff member including health medical staff and safety/security staff.

- * A member of the Board of Education.

- * A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultants, or therapists.

- * A person who is employed by the District's law enforcement unit.

- * A school official has a legitimate educational interest if the official is:

- * performing a task that is specified in his or her position description or by a contract agreement

- * performing a task related to a student's education

- * performing a task related to the discipline of a student

- * providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid

- * maintaining the safety and security of the school or school property

2. The District has determined that the Voluntary Interdistrict Choice Cooperation (VICC) and its officers, employees and agents are school officials with legitimate educational interests because they act on behalf of the District with respect to transfer students and the transfer program, and because they seek to advance the interests of both. A transfer student's attendance records and other educational records relevant to the student's participation in the program or to the program itself may accordingly be disclosed to VICC without obtaining written consent from the parent/guardian or eligible student.

3. The District will disclose information from a student's education and/or health records to officials of another public school, school district or post-secondary school in which a student seeks or intends to enroll. Parkway staff shares education/health records of students, both disabled and non-disabled, with Special School District staff at various times during a child's enrollment at Parkway. The Parkway School District will not further notify parents or eligible students prior to such transfer of records.

4. The District will disclose information from a student's education and/or health records to law enforcement and juvenile justice authorities. If the disclosure concerns either law enforcement's or juvenile justice authorities' ability to serve the student prior to adjudication. The entity receiving such information must comply with applicable federal confidentiality restrictions.

IV. DIRECTORY INFORMATION

The Parkway School District has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA).

The following information regarding students is considered directory information:

1. Student's Name

2. Grade Level
3. Parent's Name
4. Address
5. Telephone number
6. Date of birth
7. Major field of study
8. Participation in activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.)
9. Weight and height of members of athletic teams
10. Dates of attendance
11. Degrees and awards received
12. Most recent school attended by student
13. Enrollment status (e.g., full-time or part-time)
14. Photographs including photographs of regular school activities that do not disclose specific academic information about child and/or would not be considered harmful or an invasion of privacy. According to law, directory information may be disclosed by the Parkway School District without the consent of the parent of a student, or an eligible student. Such information is normally disclosed through distribution of yearbooks, handbooks, and similar school publications. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by Family Educational Rights and Privacy Act.

STUDENT ATTENDANCE

Regular school attendance and punctuality are important to a student's educational progress. Children should arrive at school **NO MORE THAN TWENTY MINUTES BEFORE THE SCHOOL DAY BEGINS. If a child arrives late for school, he/she is to report to the office with a parent or guardian prior to going to his/her classroom.** Children are requested to bring an excuse from home for an absence of three days or more. Please call the Absence Line if your child is going to be absent or late. If the school is not notified, the Dial Safe program will be used to contact parents concerning the child's absence.

STUDENT ATTENDANCE - Policy and Guidelines

The Parkway School District Student Attendance Policy JE states:

The Parkway Board of Education believes that daily attendance is the initial step in achieving academic success. Education is a total process based on continual communication and shared responsibilities among parents, students, teachers, and the school. The Board of Education recognizes that parents have both a legal and moral responsibility to require and promote regular school attendance. Furthermore, the Board of Education believes that, as students mature and progress through the educational system, they should assume primary responsibility for regular and prompt school attendance. The professional staff recognizes that a successful school experience is directly related to a sound pattern of attendance. Therefore, each teacher and administrator will expect regular and prompt daily attendance.

I. **LEGAL ASPECTS** - Missouri School Law under the Compulsory School Attendance subsection places the burden of responsibility for school attendance on the parent.

II. **COMMUNICATION** - Upon initial entry into the Parkway School District, parents will receive a copy of the District Attendance Policy and Administrative Guidelines. Otherwise, the District Attendance Policy and Administrative Guidelines will be published annually and made available to each Parkway family upon request. Building attendance procedures will be communicated in writing to the students and parents/guardians.

III. **ABSENCES DEFINED** (Elementary students' absences are not defined as excused or unexcused). The following are standards used for middle and high schools).

A. Excused Absences

1. Illness of the student
 2. Death in the student's immediate family
 3. Certain days for religious observance
 4. Medical or dental appointments
 5. Court appearance
 6. Quarantine or hospital confinement
 7. Planned absence with prior approval
 8. Field trips or other school initiated absences
 9. Emergency or set of circumstances that, in the judgment of the principal, constitutes a reasonable cause of absence from school
 10. Administrative assignment to the in-school suspension room or to the Alternative Discipline Center
- Note: Oversleeping, car trouble, running parental errands, baby sitting, etc., are usually not considered an emergency.

B. Unexcused Absences

An absence which fails to fall within an area listed under excused absences is considered an unexcused absence.

C. Excessive Absences

Excused/unexcused absences, which by virtue of their number, impact student progress and jeopardize awarding of a grade or credit are considered excessive.

At periodic intervals, checks of students' absences will be made. Based upon this attendance update, an absentee percentage will be calculated. If your child's percentage of absence is 15% or above of the total school attendance days to date, an Excessive Absence Letter will be sent to notify you of your child's absentee rate. If there is a medical reason for your child's prolonged or frequent absence, please inform the school nurse or your child's homeroom teacher regarding this matter. If, after written notification, your child's attendance rate does not improve, the Parkway Social Worker will be notified.

D. Tardies

Students are required to be in class on time. The student is responsible for being prepared to undertake the academic activity when the class is scheduled to begin.

IV. SCHOOL RESPONSIBILITIES

Each school will keep accurate records of student daily attendance as required by Missouri State Law. Each school will implement a procedure whereby parents/guardians are notified of student unexcused and/or excessive absences. (See Excessive Absence - Section III C)

Each school will develop a consequential program to address excessive and/or unexcused absences/tardies. (See Excessive Absence - Section III C)

STUDENT DISCIPLINE

A. Philosophy of Education and Discipline

The Board of Education believes that each student is unique and has the potential for making positive contributions to society. We recognize that in order to function in society, individuals need to master certain basic skills and need to continue learning throughout life. We believe that while learning the need for and the value of group dynamics, individuals will come to know and to appreciate their worth and that of others. We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Finally, we believe that each individual needs to develop an awareness of and sensitivity to creativity in all things whether they are functional or aesthetic. Therefore, we commit ourselves in a cooperative effort with parents/guardians,, community, law enforcement officials, social services agencies, family court, and social personnel to provide an atmosphere that will allow all students to learn and grow:

Parkway's Code of Conduct

The following commitments are essential to a successful school program and purposeful life:

- ☑ Parkway students will pursue academic excellence and show respect for teaching and learning.
 - ☑ Parkway students will promote responsibility, respect, civility and altruism.
 - ☑ Parkway students will demonstrate strong character.
 - ☑ Parkway students will accept and honor all people including those who appear different from themselves.
- They will speak out and respond in support of people who are targets of mockery, intimidation, or harassment.
- ☑ Parkway students will treat all members of the school community with courtesy and respect.
- Parkway schools serve many age groups whose rights differ according to their levels of maturity.

We believe that our schools must be an orderly environment in which learning is not jeopardized by disruptions. Within these limitations students must be given opportunities to bear responsibilities, to accept the reasonable exercise of authority, and to resist both oppression and license. One of the most important student responsibilities is to obey a school rule or policy until such a rule or policy is revoked. A necessary assumption is that students will accept their responsibilities and that parents and/or guardians will take an active role in monitoring their student's behavior. Parkway promotes, supports, and facilitates parental and/or guardian understanding of its philosophy of education and discipline. Parental and/or guardian involvement is crucial to maintaining good order and discipline in the province of the school. Ultimately parents/guardians are responsible for their child's behavior. For the purpose of this policy which is adopted under authority conferred by state law, student misconduct is separated into two classifications: Superintendent Suspension, which is considered serious misconduct and Principal Suspension, which is less serious but nevertheless disruptive and, therefore, unacceptable. Teachers and administrators are expected to hold students strictly

accountable for their failure to obey standards of conduct set out herein. Also see Policy ECAC, Vandalism-Theft- Trespassing.

B. Province of the School

The district has authority to control student conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of pupils. School officials are authorized to hold students accountable for misconduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods. Student misconduct which occurs at the bus stop or at non-school related activities may be the subject of discipline if the conduct has an effect on the general welfare or reputation of the school, its pupils, faculty, administration or staff. The district also has the authority to discipline Parkway students who are receiving services from Special School District of St. Louis County (SSD) for misconduct occurring on SSD property, SSD buses or at SSD activities.

C. Consequences of Misconduct

Students forfeit their right to a public school education by engaging in conduct that is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of students, including violating the standards of conduct set out herein. Possible consequences include, but are not limited to, withdrawal of privileges (athletics, intramural, before/after school activities, attending outside school events, etc.) the reassignment of the student to another school or site within the district, the principal's removal of the student from school for a period of one to ten school days (Principal Suspension), the superintendent's extension of the suspension for a period of up to 180 school days (Superintendent Suspension), the Board's removal of the student from school for a definite period of time, or the Board's permanent removal of the student from school.

Corporal punishment is not an option, as the Board of Education prohibits its use in the schools. See Policy JKA, Corporal Punishment.

D. Due Process Protections.

Students and parents/guardians shall be accorded all appropriate due process protections in connection with such disciplinary action. Those protections include the following:

Principal Suspension. Prior to a Principal Suspension, an informal conference shall be held with the student wherein: (1) the student shall be given oral or written notice of charges against him/her; (2) if the student denies the charges, the student shall be given an oral or written explanation of the facts which form the basis of the proposed suspension; and (3) the student shall be given an opportunity to present his/her version of the incident.

If the student's presence at school poses a continuing danger to person or property or an ongoing threat of disruption, the student may be immediately removed from school and the informal conference shall follow as soon as practicable. The superintendent may revoke a Principal Suspension at any time.

Discipline Review Committee. If a principal recommends that the superintendent extend a Principal Suspension beyond the initial ten (10) school days, the Discipline Review Committee (DRC) shall review the student misconduct and make a recommendation to the superintendent regarding the length of the suspension. The DRC should ensure that discipline is fairly and consistently applied to all students, regardless of race, ethnicity, disability, gender, school location or any other factors. The superintendent may accept or modify the recommendation of the DRC. The DRC recommendation and superintendent's decision normally shall be made prior to the end of the Principal Suspension. The student and the student's parent or guardian have the opportunity and are encouraged to attend the DRC meetings held to address their child's misconduct.

Superintendent Suspension. Any extension of the suspension by the superintendent should normally be made and communicated to the student's parent or guardian prior to the expiration of the Principal Suspension. In cases where the superintendent extends a Principal Suspension for up to 180 school days, the parent/guardian may appeal the decision to the Board of Education. When there is an appeal, the superintendent shall promptly transmit to the Board a full report in writing of the facts relating to the suspension, the action taken, and the reasons for the action. The appeal shall be heard by the Board of Education or a committee thereof, which shall have full authority to act in lieu of the Board. Procedures for the hearing are set out in Board Policy BED. In the event of a suspension of more than ten school days, where the parent/guardian gives written notice that he/she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the judgment of the superintendent of schools, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

Expulsion. In cases where the superintendent recommends that the student be removed from school for more than 180 school days or permanently expelled, the Board of Education shall, after notice to parents/guardians, hold a hearing upon charges preferred and render its decision in writing. Procedures for the hearing are set out in Board Policy BED. The parent, custodian or the student, if at least eighteen years of age, may waive any right to a hearing before the Board of Education, provided such waiver is in writing and is made following a meeting with the superintendent of his/her designee wherein the proposed expulsion is discussed.

E. Standards of Conduct

Violations of the following standards of conduct represent misbehavior that normally will result in a Superintendent Suspension, a more severe disciplinary action. Upon investigation and consideration of all relevant facts, including any extenuating circumstances, the Principal shall determine whether the misconduct in question is classified as misbehavior that should result in a Superintendent Suspension or a Principal Suspension. Students who engage in less serious misconduct shall be subject to one or more of several consequences of a Principal Suspension. These may include, but are not limited to, a Principal Suspension of ten (10) school days or

fewer, notifying parents/guardians by telephone or letter of student misconduct, change of class schedule, special work assignments, loss of class or school privileges, and verbal reprimand. A Superintendent Suspension may result in a suspension of 11 to 180 school days or permanent expulsion. The exact discipline administered rests with the discretion of the school official. The standards are as follows:

Standard 1. Causing Disruption of School or Any School Function

A student shall not by use of violence, force, noise, coercion, threat, passive resistance, any device or item which disrupts learning or is prejudicial to good order and discipline, or any other conduct, cause the substantial and material disruption or obstruction of any classroom work, school activity or school function.

Standard 2. Damaging School Property or Property of Others

A student shall not cause or attempt to cause damage to the property of the district (including defacing the school or school property) or property of other persons. Repeated minor damage to school or personal property shall be the basis for a Superintendent Suspension or an expulsion from school. Damage to school property may result in the student or parent/guardian being required to pay for the damage.

Standard 3. Stealing or Possessing School Property of Others without Authorization

A student shall not steal or attempt to steal the property of the district or property of others. A student shall not have in his/her possession property belonging to the district, a school employee, or another student without the permission of the owner; nor shall a student have possession of stolen property. For the purpose of this policy, theft shall be defined as the taking of property belonging to someone else.

Standard 4. Fighting, Assaulting, or Acts of School Violence or Violent Behavior

A student shall not assault anyone by physical contact, nor shall a student commit any act of school violence or violent behavior to another person. Assault means attempting to cause injury to another person or intentionally placing a person in reasonable apprehension of imminent physical injury. Students are prohibited from fighting or entering a fight in progress and from failing to disperse when instructed to do so. The terms “act of school violence” or “violent behavior” shall mean the exertion of physical force by a student with the intent to do serious physical injury to another person.

Standard 5. Harassing, Bullying, Threatening, Hazing or Intimidating Others or Engaging in Hate Acts/ Remarks

A student shall not harass, bully, threaten, haze or intimidate others or engage in hate comments/remarks for any reason. Threatening others for the purpose of obtaining money or anything of value (i.e., extortion) is prohibited.

Standard 6 Committing Sexual Harassment or Other Sexual Misconduct

A student shall not harass other students or District employees through unwelcome or inappropriate verbal or physical conduct of a sexual nature. A student shall not participate in inappropriate or unwelcome sexual conduct toward other students or district employees. A student shall not inappropriately touch another person's sex organs or any other body parts in any way that constitutes sexual contact, whether or not such touching occurs through clothing. Nor shall a student expose his/her sex organs or body parts under circumstances in which such conduct is likely to be offensive or otherwise inappropriate.

Standard 7 Possessing, Using, Distributing, Selling or Being under the influence of Alcohol, Controlled Substances, or Imitation Controlled Substances

A student shall not possess, use, transfer, distribute, or be under the influence of any alcoholic beverage, controlled substance or imitation controlled substance. The term "controlled substance" shall include any substance defined in the Narcotic Drug Act, Section 195.010RSMo, including any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, imitation controlled substance, chemical substance, or intoxicant of any kind. An "imitation controlled substance" shall mean a substance that is not controlled substance as defined by Missouri law, but which by appearance (including color, shape, size and markings) or by representations made, would lead a reasonable person to believe that the substance is a controlled substance. The possession, distribution, and sale of drug paraphernalia on school property or at school-sponsored activities are expressly prohibited. Any attempt to possess, use, transfer, distribute, buy, or sell alcohol or a controlled substance or imitation controlled substance, whether completed or not will be considered a violation of this standard. Possession, use or distribution, of any tobacco products on school property or at school-sponsored activities is expressly prohibited. Use of a drug authorized for a student with a medical prescription from a registered physician or over-the-counter medication shall not be considered a violation of this standard so long as the student complies with Policy JLCD, Administration of Medicine to Pupils.

Standard 8 Being Insubordinate or Disrespectful to Teachers, Administrators and/or Staff

A student shall not engage in disrespectful conduct toward teachers, administrators or staff, nor shall a student be insubordinate toward teachers, administrators or staff. Disrespectful conduct is different from insubordinate conduct. Disrespectful conduct is the use of vulgar, profane speech, offensive body language or actions intended to insult, degrade or offend. Insubordination is the willful act of refusal or failure to comply with school or district guidelines or directions given by any teacher, teacher assistant, principal or other adult providing direction or instruction; refusal to respond may be in the form of a verbal response,

absence of a response, an act in violation of a given directive or guideline or the absence of a required action.

Standard 9. Possessing Firearms and Weapons

A student shall not bring, possess or use a firearm or a weapon on school property, a school bus, or at any school activity. The term "firearm" included, but is not limited to, such items as:

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

The term "weapon" shall mean a firearm as defined above, and the items listed, which are defined as weapons in section 571.010 RSMo: blackjack, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, knife, machine gun, knuckles, projectile weapon, rifle, shotgun, spring gun, or switchblade. Other weapons include mace, pepper spray, or items customarily used, or which can be used, to inflict injury upon another person or property. In accordance with federal and state law, any student who violates this standard 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 by the superintendent. A toy gun, water gun, gun replica or weapon replica is not considered a firearm or weapon under this standard. However, possession of a gun replica or weapon replica is prohibited.

Standard 10. Posing a Threat of Harm to Himself/Herself or Others at School, as Evidenced by Prior Conduct

A student who, due to his/her prior conduct either in school or away from school, poses a threat of harm to himself/herself or to others at school may be immediately removed from school and/or subject to disciplinary action. Prior disciplinary actions shall not be used as the sole basis for removal, suspension or expulsion of a student.

Standard 11. Possessing Bombs or Other Dangerous Substances

A student shall not possess an explosive or incendiary device or any item or substance which could reasonably be considered dangerous to persons or property (such as bombs, gunpowder, ammunition, fireworks, fire bombs, smoke bombs, acid, or other dangerous chemicals) in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods.

Standard 12. Making False Alarms or False Bomb Reports

A student shall not make a false statement regarding the possession or location of any explosive device or incendiary materials, nor shall a student report a fire or activate the fire alarm system when no fire exists.

Standard 13. Setting Fires

A student shall not set a fire, attempt to set a fire, or participate in an act which results in a fire on school property, buses, or at school-sponsored activity off school property.

Standard 14. Misuse of Network Access, Internet Access, or Electronic Equipment

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. A student shall not engage in inappropriate behavior on a school computer or the district computer network. The following acts represent the kinds of conduct considered inappropriate:

- a. Hacking and other unlawful activities
- b. Sending or displaying offensive messages or pictures
- c. Using obscene language
- d. Harassing, insulting, or attacking others
- e. Accessing material that advocates illegal acts or violence
- f. Damaging computers, computer systems, or computer networks
- g. Violating copyright laws
- h. Using another's password
- i. Trespassing in another's folders, work, or files
- j. Employing the network for commercial purposes
- k. Unauthorized disclosure, use, and dissemination of personally identifiable information
- l. Other inappropriate electronic-related actions as determined by the principal

In addition, students will be held accountable for compliance with the district Network Access Policy, IJNDBC and administrative guidelines.

Standard 15. Having Been Charged, Convicted or Pled Guilty to Commission of a Felony in a Court of General Jurisdiction or Having Been Registered on the Missouri Sex Offender Registry

A student, who has been charged with, convicted or pled guilty in a court of general jurisdiction (i.e., an adult court, not a juvenile or family court) to commission of a felony criminal violation of state or federal law shall be in violation of this standard and may be suspended or expelled. A student who is on the Missouri Sex Offender Registry shall be in violation of this standard, shall be suspended or expelled, and is prohibited from being present on school property for any reason. If the charges are subsequently dismissed or the student is acquitted, the student may be readmitted or enrolled.

The student shall not be suspended until (1) notice of the proposed suspension and a hearing is given to the parents or others having custodial care of the student, and (2) the Board of Education, following a hearing, finds that a prosecutor has filed a formal complaint in court against the student for commission of a felony, or that a grand jury has indicted the student for the commission of a felony.

Standard 16. Being Charged, Convicted, or Pleading Guilty to Certain Serious Felonies

A student who had been charged, convicted, or pled guilty in a court of general jurisdiction to one of the crimes enumerated below shall be suspended, or if the student is attempting to enroll, shall not be allowed to enroll. In addition, if a petition has been filed in family court alleging, or the family court has adjudicated, that the student has committed an act that if committed by an adult would be one of the crimes enumerated below, such student shall be suspended or denied enrollment. The enumerated crimes are as follows:

- a. First degree murder under Section 565.020, RSMo;
- b. Second degree murder under Section 565.021, RSMo;
- c. First degree assault under Section 565.050, RSMo;
- d. Forcible rape under Section 566.030, RSMo;
- e. Forcible sodomy under Section 566.060, RSMo;
- f. Robbery in the first degree under Section 569.020, RSMo;
- g. Distribution of drugs to a minor under Section 195.212, RSMo;
- h. Arson in the first degree under Section 569.040, RSMo;
- i. Kidnapping when classified as a Class A felony under Section 565.110, RSMo;
- j. Statutory rape under Section 167.171, RSMo;
- k. Statutory sodomy under Section 167.171, RSMo.

The student should not be suspended until school officials have verified that a prosecutor has filed formal charges in court against the student, or that a petition has been filed in family court against the student. If the charges are dismissed or if the student is acquitted or adjudicated not to have committed any of the above crimes, the student may be readmitted or enrolled. This provision shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability.

Standard 17. Other Serious Misconduct

Students who engage in other misconduct not expressly covered by the foregoing standards but which is disruptive to school operations and detrimental to good order and discipline may be subject to disciplinary action up to and including suspension and/or expulsion.

F. Notification to Family Court

If District officials are aware that a student has been suspended for more than 10 days or expelled and is under the jurisdiction of the family court, the superintendent is required to notify appropriate personnel at the family court of the long-term suspension or expulsion.

G. Reenrolling Students Previously Suspended or Expelled

The following provisions apply to students who have been suspended or expelled from either the Parkway School District or another school district and who wish to enroll in or be readmitted to the Parkway schools.

Remedial Conference Prior to the readmission or enrollment of any student who has been suspended for ten school days or more or expelled in accordance with this policy, a conference shall be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. District officials shall notify in writing the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

Students Currently Suspended or Expelled From Another School District. If a student currently suspended or expelled from another in-state or out-of-state school district, including a private or parochial school, attempts to enroll, the Parkway School District should enroll the student if the student would be otherwise eligible to enroll in and attend Parkway schools. At the request of the parent or guardian, a conference with the superintendent or the superintendent's designee may be held to consider if the conduct of the student would have resulted in a suspension or expulsion from Parkway. Irrespective of whether the parent or guardian requests a conference, the superintendent or his/her designee should determine whether the conduct would have resulted in a suspension or expulsion from Parkway. If the superintendent or his/her designee determines that it would have, the District may make the prior suspension or expulsion effective in Parkway. If the superintendent or the superintendent's designee determines the conduct would not have resulted in suspension or expulsion from Parkway, the student will be allowed to immediately attend the appropriate Parkway school. In the case of a student with a disability, the suspension or expulsion does not eliminate the obligation under federal law to provide the student with a free appropriate public education (FAPE).

H. Student Discipline Records

The Board of Education directs the superintendent or his/her designee to compile and maintain records of any serious violation of this Student Discipline Policy for each student enrolled in the District. Such records shall be made available to teachers and other school district employees with a need to know, and shall be provided in accordance with state law to any school district in which the student subsequently attempts to enroll within five business days of receiving the request. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

I. Intervention Plan

Each student must choose to avail himself/herself of the educational opportunity found in the Parkway Schools, maintain the intrinsic motivation and receive extrinsic motivation to achieve

and behave appropriately. The Parkway Board of Education further recognizes that, despite the good intentions and best efforts of staff, some students will choose to not participate in the educational process. Over time, such students strain the educational resources of their school and the District; restricting the educational growth opportunities of the majority. When a student illustrates the lack of commitment to modify his/her academic and/or behavior performance, an intervention plan will be developed within the current resources of the school district. Continued lack of commitment or lack of improvement could lead to loss of privileges or an assignment to another program or school. A secondary student classified at Intervention Level 0 who misbehaves and/or shows little or no academic improvement during the agreed upon monitoring period may be reassigned to an alternative educational setting. Students with disabilities should have access to and may be reassigned to alternative educational settings, provided their right to a free appropriate public education (FAPE) in the least restrictive environment and procedural safeguards are guaranteed.

Principals are authorized to develop academic/behavior intervention plans for students, when such plans are appropriate and consistent with administrative guidelines developed by the superintendent. The intent is to reestablish a cooperative effort between the district, the attendance area, the school, the home, and the student. The guidelines will generate a process designed to determine expectations, interventions, and procedures to assist students and their families in the responsibilities required for attaining the academic/behavioral progress necessary to earn a high school diploma from the Parkway School District.

J. Parent/Guardian And Student Notification

Students and parent/guardians should know in advance the standards of conduct which students are expected to observe in the schools and the probable consequences of their failure to obey these standards. In furtherance of this objective, a copy of this policy and any local school discipline policy will be sent by mail to all parents/guardians at the beginning of each school year. Students and staff shall also receive a copy and meetings will be held to discuss these policies either prior to or shortly after the school year begins. At the time of registration, a new student and his/her parent/guardian shall be provided a copy of this policy and any local school discipline policy. A copy of this policy shall be available in the superintendent's office during normal business hours and can be accessed on Parkway's district web site.

APPROVED: January 24, 2007

SUPERSEDES: JK, Student Discipline, 4/23/03, 6/5/02, 7/2/99, 5/6/98

LEGAL REFERENCE: Missouri State Statutes Sections 160.261, 167.161, 167.171
Gun Free Schools Act, Section 14601, (March 1994)