

**Kingsville R-I  
School District  
Student/Parent  
Handbook**

**2025-2026**

**101 East Adriatic**

**P. O. Box 7**

**Kingsville, MO 64061**

(816) 597-3422

**Adopted by the Board of Education: July 1, 2025**

Contents	
<b>Mission C-110-S</b>	5
<b>School Board Members G-100-S</b>	5
<b>School Building Information and Contact Information</b>	6
<b>Academic Calendar I-100-S</b>	9
<b>Attendance and Absence Procedures S-115-S</b>	10
<b>Dress Code S-180-S</b>	14
<b>Food Service Program F-285-S</b>	16
<b>Meal-Time Visits</b>	17
<b>Allergy Prevention and Response S-145-S</b>	18
Acceptable Containers (All Grades)	18
Banned Beverages	18
<b>Allowable Beverages</b>	19
Grades 7–12 Only	19
<b>Health Services S-215-S</b>	20
Illnesses/Injuries	20
Health Screenings	21
Health Office	22
<b>Administration of Medication S-135-S</b>	22
<b>Communicable Diseases F-245-S</b>	23
<b>Student Insurance S-140-S</b>	24
<b>Student Records S-125-S</b>	24
<b>Personnel Records E-190-S</b>	26
Parent and Family Involvement and Engagement (Title I, Part A) I-135-S	27
<b>Program for Students who are Homeless, Migrant, English Learners, At-Risk or in Foster Care I-140-S</b>	27
<b>English Language Learners I-150-S</b>	28
<b>Visitor Procedures C-155-S</b>	28
Meal-Time Visits	29
Extended Visit	29
<b>Transportation Services F-260-S</b>	29
<b>Student Discipline S-170-S</b>	30
<b>Bullying, Hazing, and Cyberbullying S-185-S</b>	41
Report Form	44
<b>Complaints or Concerns C-120-S</b>	44
Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures	45
<b>Equal Opportunity and Prohibition against Harassment, Discrimination, and Retaliation C-130-S</b>	47

<b>Title IX C-131-S</b> .....	48
<b>Student Searches S-175-S</b> .....	49
<b>Student Alcohol/Drug Abuse S-195-S</b> .....	49
<b>Student Alcohol and Drug Testing S-196-S</b> .....	50
<b>Weapons in School S-200-S</b> .....	51
<b>Instruction</b> .....	52
<b>A+ Program S-130-S</b> .....	52
<b>Assessment Program I-195-S</b> .....	52
<b>Teaching About Human Sexuality I-120-S</b> .....	82
<b>Teaching About Computer Science I-123-S</b> .....	82
<b>Graduation Requirements I-190-S</b> .....	82
High Demand Occupations.....	83
<b>Section 504 I-125-S</b> .....	83
<b>Special Education I-125-S</b> .....	83
<b>Virtual/Online Courses I-160-S</b> .....	84
<b>Technology F-265-S</b> .....	85
<i>Building Information</i> .....	89
<b>Grading and Reporting System</b> .....	91
<b>Missouri State High School Activities Association (MSHSAA) Activities</b> .....	97
<b>Extra-curricular Activities and Clubs I-210-S</b> .....	97
Guest Eligibility Criteria:.....	103
<b>School Cancellations and/or Early Dismissal</b> .....	105
<b>Arrival and Dismissal Procedures S-165-S</b> .....	105
<i>District Policy Information</i> .....	107
<b>Physical Examinations and Screenings S-146-S</b> .....	107
<b>Surveying, Analyzing, and Evaluating Students S-150-S</b> .....	107
<b>School Nutritional Program F-290-S</b> .....	108
<b>Student Transfers S-120-S</b> .....	109
Trauma-Informed Schools Initiative.....	110
<b>Tobacco-Free Policy C-150-S</b> .....	110
<b>Firearms and Weapons F-235-S</b> .....	110
<b>Use of Recording Devices or Drones C-165-S</b> .....	110
F-265-P Technology Form A.....	112
F-265-P Technology Usage Agreement Form Form B.....	113
C-105-P District Rules and Guides Form A Student/Parent Handbook Acknowledgment.....	114



### **Mission C-110-S**

The mission of the Kingsville R-I School District is to prepare all students to succeed.

### **School Board Members G-100-S**

Todd Brendel – President  
Sarah Evinger – Vice President  
Kelly Stout – Secretary  
Ed Barnett  
Lindsey Bush  
Daniel Mitstifer  
Jill Scrutchfield

The role of the District's Board is to govern the community's public schools by making the major decisions for the District as a whole. The Board collectively makes these decisions and individual Board members do not have the power to speak or act for the Board. The Board as a whole, by working with the Superintendent to make decisions that will best serve the District's students, will govern the community's schools. Accordingly, complaints or concerns made to Board members will be referred to the appropriate District point of contact for resolution.

### **Communication Expectations**

At Kingsville R1 School District, we prioritize clear and direct communication to foster a collaborative and trusting environment. Here's what you can expect and how you can effectively engage with our communication channels:

**Start with Direct Contact:** When you have a question, concern, or suggestion, always begin with the person most directly involved. This approach ensures that issues are addressed promptly and accurately. For example, if your concern is related to your child's classroom experience, the first point of contact should be your student's teacher.

**Avoid Social Media for Initial Communication:** While social media is a valuable tool for general updates, it is not our primary channel for important or urgent communications. We encourage parents and community members to reach out directly via phone, text, or email. This method ensures that your concerns are heard and addressed in a timely and confidential manner.

### **Steps to Take When You Have a Concern**

1. First Contact: Your Student's Teacher
  - Most classroom-related issues can be effectively resolved through direct communication with your child's teacher. Teachers are best positioned to provide immediate assistance and insight.
2. Need Further Clarification?

- If you need additional information or your concern remains unresolved, the next step is to contact the relevant building principal:
  - Kingsville Elementary School: Amanda Schoenherr, Principal - (816) 597-3422
  - Kingsville High School: Rachel Wallace, Principal - (816) 597-3422
3. District Directory:
- For broader district-related inquiries, you can access phone numbers and email addresses of all staff members through our District Directory. This resource is available on our school website and provides direct contact information for each department and staff member.
4. Safety Concerns:
- If your concern involves the safety of our students and staff, it is crucial to contact the building principal directly. In urgent cases, please also contact the Police Department.

Effective communication is a two-way street. We encourage all parents, students, and community members to engage openly and respectfully with our staff. By working together, we can ensure that our district remains a safe, inclusive, and supportive environment for all. We are committed to maintaining a transparent and responsive communication framework that supports the success and well-being of our students and community.

By following these guidelines, we can build a stronger, more connected school community.

Thank you for your cooperation and commitment to effective communication.

### **School Building Information and Contact Information**

Kingsville R-I School District  
101 East Adriatic  
P.O. Box 7  
Kingsville, MO 64061  
Phone: (816) 597-3422  
Fax: (816) 597-3702  
District website: [Kingsville.k12.mo.us](http://Kingsville.k12.mo.us)  
Superintendent: Jay Fleeman  
High School Principal: Rachel Wallace  
Elementary Principal: Amanda Schoenherr

## FACULTY AND STAFF

Faculty Member	Subject	E-mail Address
Anderson, Rachael	3rd grade	<a href="mailto:randerson@kingsville.k12.mo.us">randerson@kingsville.k12.mo.us</a>
Barnes, Carol	Speech & Language	<a href="mailto:cbarnes@kingsville.k12.mo.us">cbarnes@kingsville.k12.mo.us</a>
Barnhill, Christene	Art	<a href="mailto:cbarnhill@kingsville.k12.mo.us">cbarnhill@kingsville.k12.mo.us</a>
Brown, Jessica	Director of Special Education	<a href="mailto:jbrown1@kingsville.k12.mo.us">jbrown1@kingsville.k12.mo.us</a>
Cederquist, Karlie	Counselor	<a href="mailto:kcederquist@kingsville.k12.mo.us">kcederquist@kingsville.k12.mo.us</a>
Corwin, Allison	High School FACS	<a href="mailto:acorwin@kingsville.k12.mo.us">acorwin@kingsville.k12.mo.us</a>
Crotty, Tyler	Industrial Technology	<a href="mailto:tcrotty@kingsville.k12.mo.us">tcrotty@kingsville.k12.mo.us</a>
Fleeman, Jay	Superintendent	<a href="mailto:jfleeman@kingsville.k12.mo.us">jfleeman@kingsville.k12.mo.us</a>
Groves, Theresa	Kindergarten	<a href="mailto:tgroves@kingsville.k12.mo.us">tgroves@kingsville.k12.mo.us</a>
Hanes, Joey	Music	<a href="mailto:jhanes@kingsville.k12.mo.us">jhanes@kingsville.k12.mo.us</a>
Hazen, Cayla	1st grade	<a href="mailto:chazen@kingsville.k12.mo.us">chazen@kingsville.k12.mo.us</a>
Jasper, Jennifer	5th grade	<a href="mailto:jjasper@kingsville.k12.mo.us">jjasper@kingsville.k12.mo.us</a>
Jones, Tara	Math Coordinator, PAT Educator	<a href="mailto:tjones@kingsville.k12.mo.us">tjones@kingsville.k12.mo.us</a>
Kee, Erica	Library Media Specialist	<a href="mailto:ekee@kingsville.k12.mo.us">ekee@kingsville.k12.mo.us</a>
Kee, Jessi	Special Education	<a href="mailto:jkee@kingsville.k12.mo.us">jkee@kingsville.k12.mo.us</a>
Loveall, Molly	4th Grade	<a href="mailto:mloveall@kingsville.k12.mo.us">mloveall@kingsville.k12.mo.us</a>
Miller, Natasha	Literacy Coordinator	<a href="mailto:nmiller@kingsville.k12.mo.us">nmiller@kingsville.k12.mo.us</a>
Moody, Kylee	2nd Grade	<a href="mailto:kmoody@kingsville.k12.mo.us">kmoody@kingsville.k12.mo.us</a>
Polson, Clayton	Athletic Director/Business	<a href="mailto:cpolson@kingsville.k12.mo.us">cpolson@kingsville.k12.mo.us</a>
Schoenherr, Amanda	Elementary Principal	<a href="mailto:aschoenherr@kingsville.k12.mo.us">aschoenherr@kingsville.k12.mo.us</a>
Sisk, Kaydee	PE	<a href="mailto:ksisk@kingsville.k12.mo.us">ksisk@kingsville.k12.mo.us</a>
Smith, Stephanie	6th grade	<a href="mailto:ssmith@kingsville.k12.mo.us">ssmith@kingsville.k12.mo.us</a>
Swinney, Megan	High School Science	<a href="mailto:mswinney@kingsville.k12.mo.us">mswinney@kingsville.k12.mo.us</a>
Taylor, Cameran	High School Language Arts	<a href="mailto:ctaylor2@kingsville.k12.mo.us">ctaylor2@kingsville.k12.mo.us</a>
Uhrlaub, Rachel	Special Education	<a href="mailto:ruhrlaub@kingsville.k12.mo.us">ruhrlaub@kingsville.k12.mo.us</a>
Wallace, Rachel	High School Principal	<a href="mailto:rwallace@kingsville.k12.mo.us">rwallace@kingsville.k12.mo.us</a>
Wilkins, Jessica	High School Social Studies	<a href="mailto:jwilkins@kingsville.k12.mo.us">jwilkins@kingsville.k12.mo.us</a>
Windle, Erin	High School Math	<a href="mailto:ewindle@kingsville.k12.mo.us">ewindle@kingsville.k12.mo.us</a>
Staff Member	Location	E-mail Address
Duncan, Linda	Administrative Assistant	<a href="mailto:lduncan@kingsville.k12.mo.us">lduncan@kingsville.k12.mo.us</a>
Haldiman, Caren	Cook	<a href="mailto:chaldiman@kingsville.k12.mo.us">chaldiman@kingsville.k12.mo.us</a>
Hawthorne, Sarai	Paraprofessional	<a href="mailto:shawthorne@kingsville.k12.mo.us">shawthorne@kingsville.k12.mo.us</a>
Jester, April	Paraprofessional	<a href="mailto:ajester@kingsville.k12.mo.us">ajester@kingsville.k12.mo.us</a>
Lancaster, Amber	Custodian	<a href="mailto:alancaster@kingsville.k12.mo.us">alancaster@kingsville.k12.mo.us</a>
Langston, Becky	Cafeteria Manager	<a href="mailto:blangston@kingsville.k12.mo.us">blangston@kingsville.k12.mo.us</a>
Lehman, Lindsey	Paraprofessional	<a href="mailto:llehman@kingsville.k12.mo.us">llehman@kingsville.k12.mo.us</a>
Mallinson, Kathy	Bookkeeper	<a href="mailto:kmallinson@kingsville.k12.mo.us">kmallinson@kingsville.k12.mo.us</a>

McCauley, Elle	Paraprofessional	<a href="mailto:emccauley@kingsville.k12.mo.us">emccauley@kingsville.k12.mo.us</a>
McCurdy, Serenity	Paraprofessional	<a href="mailto:smccurdy@kingsville.k12.mo.us">smccurdy@kingsville.k12.mo.us</a>
Nichols, Angie	Technology	<a href="mailto:anichols@kingsville.k12.mo.us">anichols@kingsville.k12.mo.us</a>
Perkins, Vita	Cook	<a href="mailto:vperkins@kingsville.k12.mo.us">vperkins@kingsville.k12.mo.us</a>
Roberts, Gary	Head of Maintenance	<a href="mailto:groberts@kingsville.k12.mo.us">groberts@kingsville.k12.mo.us</a>
Russell, Rick	Custodian	<a href="mailto:rrussell@kingsville.k12.mo.us">rrussell@kingsville.k12.mo.us</a>
Simpson, Cheri	Custodian	<a href="mailto:csimpson@kingsville.k12.mo.us">csimpson@kingsville.k12.mo.us</a>
Stout, Julie	Administrative Assistant	<a href="mailto:jstout@kingsville.k12.mo.us">jstout@kingsville.k12.mo.us</a>
Wright, Anna	Nurse	<a href="mailto:awright@kingsville.k12.mo.us">awright@kingsville.k12.mo.us</a>

The Department of Elementary and Secondary Education's District and Building Report Cards are available [here](#).

### **Parents As Teachers (PAT)**

Parents as Teachers (PAT) is a voluntary parent education program offered in Missouri by each local school district, serving families who are expecting a child or have children under the age of kindergarten entry. PAT helps to establish positive partnerships between home, school and the community and plays a vital role in supporting families and children from the very beginning toward school readiness.

A trained parent educator provides home visits with families to promote early learning, knowledge and understanding of important developmental milestones. Periodic screenings increase parents' understanding of their children's developmental progress, as well as inform them of any possible delays. Early intervention for identified concerns helps improve school readiness for young children.

This evidence-based early childhood program is designed to offer regularly scheduled family personal visits, annual developmental screenings, monthly group connections and access to a network of resources. These components are integral in supporting and preparing children, families, schools and communities toward school readiness. The PAT program provides opportunities to assist families with a smooth transition into preschool and kindergarten.

Kingsville's Parent Educator is Tara Jones ([tjones@kingsville.k12.mo.us](mailto:tjones@kingsville.k12.mo.us)).



## Academic Calendar I-100-S

### KINGSVILLE R-1 25-26 SCHOOL YEAR CALENDAR

<div><div><div>AUGUST 2025</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24/31</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table></div><div><div>7, 8 - New Teacher Days</div><div>12-19 - Teacher Work Day / PD</div><div>18 - Back To School Night</div><div>20 - First Day of School!</div><div>(8 student days)</div></div></div>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24/31	25	26	27	28	29	30	<div><div><div>5 - Teacher Work Day / PD</div><div>6 - Students Return</div><div>19 - Martin Luther King Jr. Day</div><div>No School</div><div>(18 student days)</div></div></div>	<div><div><div>JANUARY 2026</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table></div></div>	S	M	T	W	Th	F	S								4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		20	21	22	23	24	25	26	27	28	29	30	31
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<div><div><div>OCTOBER 2025</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table></div><div><div>10 - End of Quarter 1</div><div>29 - Teacher Workday / PD</div><div>30 - P/T Conferences, 11am-7pm</div><div>31 - No School</div><div>(18 student days)</div></div></div>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<div><div><div>6 - End of Quarter 3</div><div>9-13 - Spring Break</div><div>16 - Teacher Work Day / PD</div><div>(16 student days)</div></div></div>	<div><div><div>MARCH 2026</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table></div></div>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8						14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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<div><div><div><div><div></div></div><div>Teacher Workday/ Professional Development - No School for Students</div></div><div><div><div></div></div><div>End of Quarter / Mid-Term</div></div><div><div><div></div></div><div>No School</div></div><div><div><div></div></div><div>Students Return</div></div></div></div> <div><div><div>Building opens and Breakfast is served at 7:30.</div><div>School day is 7:50-3:15 Monday through Friday.</div><div>Early Release days are 7:50-1:15.</div><div>Last Revised: 01/13/2025</div><div>Board Approved: 02/13/2025</div></div></div>	<div><div><div>1<sup>st</sup> Grading Period: 36</div><div>2<sup>nd</sup> Grading Period: 40</div><div>3<sup>rd</sup> Grading Period: 41</div><div>4<sup>th</sup> Grading Period: 40</div><div>Scheduled Make-up Days:</div><div>May 14th, 15th, 18th, 19th, 20th.</div><div>*Only to be used as needed, in accordance with built in hours, and AMI Days.</div></div></div>	<div><div><div>Teacher Workdays/PD: 14.5</div><div>New Teacher Days: 2</div><div>Student Days: 157</div><div>Total Hours: 1093</div><div>Total Teacher Days: 171.5</div><div>School board meetings are the 2<sup>nd</sup> Thursday of each month (subject to change).</div></div></div>																																																																																				

THE MISSION OF THE KINGSVILLE R-1 SCHOOL DISTRICT IS TO PREPARE ALL STUDENTS TO SUCCEED.

## **Attendance and Absence Procedures S-115-S**

### *Expectations for Attendance*

Attendance is essential for learning. By law, all children must attend school from the age of 7 until the age of 17. Parents/guardians are accountable for the attendance of their child. The District will inform parents/guardians of their student's absence and support families when attendance becomes a concern. It is the responsibility of the student to make up work due to an absence. Students who wish to participate in school-sponsored activities must attend school the entire day on which the activity occurs, unless the principal has pre-approved the absence based upon special circumstances. The administration makes the final determination regarding whether an absence is excused or unexcused.

Many attendance problems can be averted with intensive family and student intervention. For this reason, the building principal, with the assistance of building staff, will closely monitor student attendance and implement intervention strategies and other actions as follows:

- A letter is emailed home when a student accumulates two unexcused absences for the semester.
- Subsequent letters will be emailed home after the fourth and fifth absences.
- When a secondary student accumulates six unexcused absences for the semester, a letter will be emailed home notifying the parent that no credit for the semester will be earned.
- Excessive absences are required to be referred to the Johnson County Education Court.

### *Johnson County Education Court (Grades K-6) and Truancy Grades 7-12*

When a student's attendance rate drops below 92% and the student is repeatedly and without justification absent from school, the student will be referred to the Johnson County Juvenile Office. If attendance continues to decline, the Johnson County Juvenile Office may take action, including filing a petition in Juvenile Court.

To obtain more information about the Education Court or Truancy, you may contact the school office or the Johnson County Juvenile Office at (660)422-7418.

### *Late Arrival/Tardiness*

School starts at 7:50 a.m. A student is tardy if the student arrives late to school after the expected time or arrives without all required class materials. Students are required to be counted as absent for minutes they are tardy to school or class, and those absences are unexcused absences unless they have brought proper documentation for an allowable excused absence.

In order to discourage tardiness, the following policy is in effect:

- Any student who is late to school must report to the office. The office will then issue a pass so that the student can report to first hour class. The student will be counted as absent for minutes they are tardy to school or class.
- Restroom breaks are to occur between scheduled class times.
- **Grades 7-12 Only**-Upon reaching the fourth tardy accumulated during a semester, the student will have a one-hour detention. Every fourth tardy from then on will be disciplined with a two-hour detention.
- Accumulated tardies will be reset at semester.

### *Procedures for Reporting an Absence*

In the event an absence is necessary, the following procedures will be followed:

- Parents/Guardians must notify the school office by phone (816-597-3422) before 9:00 a.m., or in writing for each day of the student's absence. This also applies when a student needs to leave school. This call will verify parental/guardian knowledge of the student's absence.
- For the student's safety, parents/guardians will be contacted when an absence has not been verified.

### *Excused and Parent-Verified Absences*

Regular attendance is vital for students to gain the full benefits of school. Students are responsible for gaining make-up assignments from teachers – it is NOT the teacher's responsibility. A reasonable length of time for completing make-up assignments is one day for each day missed. An absence the day prior to an announced test will not excuse the student from taking the test as scheduled.

Excused absences are allowed for:

- We realize students are sometimes ill and do not require a doctor's visit. We consider this and allow up to 4 days of parent-verified illness absence per semester due to the student's illness. (The fifth occurrence of a parent-verified absence will be considered an unexcused absence.)
- Illness or health condition for which a physician's note is required relative to the necessity for the student's absence from classes. This note must be signed and dated and will cover the student only for the date seen and days requested to remain home by the physician.
- Absences for medical purposes for which the physician or dentist's certification of appointment is required. This note must be signed and dated and will cover the student only for the date seen and days requested to remain home by the physician.
- Absences to comply with legal orders. Certification from the proper authority is required. This note must be signed and dated and will cover the student only for the date(s).

- College visits may be excused if cleared through the counselor's office and approved by the administration before the visit. Documentation must be presented to the administration after the visit. Sophomores and Juniors must be accompanied by a parent on their college visits.
- Failure of school buses to provide reasonable available transportation for a student.
- Religious observances
- Emergency situations as approved by the principal
- Suspensions
- Students will be allowed a total of three (3) hours of excused absence to secure a driver's permit. **This is a one-time-only excuse.** Students must provide proper documentation. This does not apply to permit renewal.
- Students will be allowed a total of three (3) hours of excused absence to secure a driver's license. **This is a one-time-only excuse.** Students must provide proper documentation. This does not apply to license renewal.
- Students 18 years and older will be allowed a total of three (3) hours of excused absence to vote.
- An absence that has been requested and approved in advance by the principal due to exceptional circumstances. In these situations, make-up work should be requested in advance of the absence, and any tests, projects, or in-class assignments will be made up at the teacher's direction.

When a student is released early from school to a parent or guardian, it constitutes an absence. In general, prior notification is required when a student is dismissed early and the student must be checked out through the office. The administration may request documentation to determine whether an absence is excused.

### *Unexcused Absences*

Absence for reasons other than the categories of excusable or parent-verified illness (4 per semester) reasons, or that does not have the proper documentation for an excused absence as determined by the principal, will be considered unexcused. Students who have an unexcused absence are encouraged to make-up the work to aid learning, unless the student is serving a second OSS (see below for more details). Following the sixth (6) unexcused absence from a class in one semester, the student and the student's parent/guardian will be notified that a mandatory attendance meeting will be held with the principal.

**Grades 7-12:** The required attendance meeting will determine whether class credit will be denied due to excessive absenteeism. If a parent or guardian does not attend the attendance meeting, no credit for the semester will be given.

### *Parent/guardian attendance notification process for unexcused absences:*

Step 1 (2 days of unexcused absences)= parent/guardian letter

Step 2 (4 days of unexcused absences)= parent/guardian letter

Step 3 (5 days of unexcused absences)= parent/guardian letter

Step 4 (6 days of unexcused absences)= parent/guardian letter and request for mandatory in-person attendance meeting with the principal.

Attendance meetings will include:

- Opportunity to present written documentation, notes, excuses, etc., for consideration in reversing the loss of credit determination,
- Opportunity to discuss barriers to attendance,
- A collaborative plan developed to overcome attendance barriers,
- Creation of an attendance contract,
- Possible Saturday School to make up for missed seat time, and/or (Grades 7-12)
- Possible referral to Johnson County for educational neglect or truancy.

#### *Missed Assignments Due to Absence*

1. Elementary Missed Homework/Tests

Assignments and tests may be made up for absences. It is the responsibility of the child to request the missed work and to see that assignments are turned in on schedule. One day for each day of absence is given to complete makeup work. Tests given on the day of absence will be taken on the day of return. Work due on the day of absence is due on the day of return.

2. Secondary Missed Homework/Tests

Students who have been absent (excused or unexcused) will be allowed one day following the absence to make up the work. For example, if the student is absent three days, they only have the three days following the absence to turn in the missing assignments. It is the responsibility of the student to find out what work they have missed. Any student knowing of a pre-planned absence, who has received assignments in advance, must have all assignments completed upon return. In cases of absences due to school-related activities, teachers may request assignments prior to the activity. If a test date was announced prior to the absence, a student must take the test the first day upon returning to school. So that further class time will not be missed, a teacher may require a student to take a missed test after school.

3. Out of School Suspensions

All out of school suspensions will be considered an excused absence with which missed school work may be completed and turned in for credit following the absence policy. Any student who receives OSS a second time, for any offense, will not be allowed to make up work during that suspension. These grades will be reported in the gradebook as zeros and will negatively affect the student's grade.

4. Loss of Credit after Excessive Absences (Grades 7-12)

Following the sixth (6) unexcused absence from a class in one semester, the student and the student's parent/guardian will be notified that a mandatory attendance meeting will be held with the principal. The required attendance meeting will determine whether class credit will be denied due to excessive absenteeism. If a parent or guardian does not attend the attendance meeting, no credit for the semester will be given. Attendance meetings will include:

- Opportunity to present written documentation, notes, excuses, etc., for consideration in reversing the loss of credit determination,
- Opportunity to discuss barriers to attendance,
- A collaborative plan developed to overcome attendance barriers,
- Creation of an attendance contract,
- \*\*Possible Saturday School to make up for missed seat time, and/or
- Possible referral to Johnson County for educational neglect or truancy.

**\*\*What is Saturday School?\*\***

Secondary students serve a Saturday School from 8:00 am until 2:00 pm to receive lost seat time for classes missed. The student will continue to attend class and will be graded as usual. Each unexcused absence after the 6th will result in a 1-hour detention before or after school. If the Saturday School and/or detentions are not served, the student will not receive credit for those classes for that semester. On occasion, Saturday School may be held on a different day of the week such as a teacher workday or in-service day. Students needing to attend Saturday School will be required to attend the full day from 8:00 a.m. to 2:00 p.m. Students arriving after 8:10 will be counted as absent and will not be admitted to Saturday School. Transportation and lunch will not be provided. Specific information will be provided to the student should they need to attend Saturday School to prevent loss of credit. No exceptions to this policy unless approved by the administration.

### *Truancy*

Truancy is when the student is absent from school without permission of the parents/guardians or school official. Truancy includes, but is not limited to, skipped classes, falsely informing the school about the reason(s) for the absence, or absences that have not been pre-arranged and pre-approved as excused. A student who is out of class for a part of one hour or several class hours without permission shall be considered truant even if he/she is on school property. Students who are truant will not be granted credit for missed schoolwork. They will be disciplined according to the handbook. Families are entitled to appeal assigned consequences to the Superintendent or designee.

### **Dress Code S-180-S**

The purpose of a dress code is to contribute to a safe, healthy environment that protects students and maintains a focus on learning. The dress code included in this handbook

provides guidance to students and parents as to what constitutes appropriate attire for school and school activities. District administrators have the discretion to determine whether a garment or manner of dress not specifically described below is appropriate attire for school and school activities and/or causes a disruption to the educational environment. Administrators have the authority to take action to address dress code matters as they arise. The following District guidelines should be observed:

#### *Dress Code Expectations and Prohibitions*

Shirts and shoes must be worn. Tennis shoes are required for physical education classes. Clothing should be properly fitted (not overly restrictive or loose). Coverage of the body is expected.

**APPEARANCE AND ATTIRE (DRESS CODE)** Students are expected to display cleanliness, neatness, and appropriate attire at all times. Any form of disruptive, revealing, or suggestive dress is unacceptable; disciplinary action will be taken when a student's attire becomes a disruptive factor in school. Student attire includes wearing (clothing) apparel, gym bags, backpacks, hats, etc.

#### **ACCEPTABLE:**

1. Shoes must always be worn for health and safety reasons.
2. The length of skirts, dresses, or shorts (boys or girls) must be of appropriate length.
3. Sleeveless shirts and tops may be worn if the item was manufactured that way and the arm openings aren't loose or excessively big. Cutoff shirts and tops are not allowed.
  - When a student wears a tank top undergarments cannot be exposed in any manner. We will no longer measure the strap width. If we see an undergarment, the student will receive a dress code violation. If we can see undergarments through the tank top, the student will receive a dress code violation. Ribbed tank tops designed as undershirts are considered undergarments and are not to be worn at school.
4. Hats, visors, cowboy hats, bucket hats, and other hats must be school appropriate and not distract from the learning environment to be worn during the school day. (7-12th grade only)

#### **UNACCEPTABLE:**

1. Headwear, such as hoods on hooded sweatshirts, and sunglasses in the school building.
2. Attire with words, symbols, or images that might be offensive, such as profanity, obscenity, sexual references, violence, and/or any reference to alcohol, tobacco, or other drugs.
3. Chains/dog collars/spikes of any kind and/or gang-related clothing.
4. Visible undergarments, (including sleeveless undergarments), see-through/transparent clothing, exposed midriffs. Backless, strapless, spaghetti straps, or low-cut tops. Long coats, trench coats, blankets, capes, flags.

### *Additional Dress Code Information*

Courses and/or class activities that require observance of specific safety requirements may require adjustments of a student's clothing, accessories, or hair style for the duration of the class (e.g., hair pulled back and/or hair nets for culinary classes or other safety wear, etc.). Other dress code requirements may be articulated for students participating in certain extracurricular activities.

Violations of the District dress code will be addressed with remedial actions and/or consequences. \*Dress code guidelines are at the discretion of the district administrators and may be updated at any time during the school year\*

### **Food Service Program F-285-S**

#### **Breakfast and Lunch Program**

The cafeteria serves breakfast and lunch daily. Families wishing to be considered for reduced or free lunches will need to return application (available at: <https://dese.mo.gov/financial-admin-services/food-nutrition-services/free-and-reduced-price-information>) to the Superintendent of Schools. Students who qualify for free or reduced lunch must pay for milk when they bring their lunch. If two or more insufficient fund checks are received from the same family, check writing privileges to the school will be lost.

Lunch money will only be accepted in the mornings. Please do not bring lunch money to the lunch room for deposit. Parents can also submit lunch money via TeacherEase.

#### **Lunch Charges**

Unpaid charges place a financial strain on District finances.

- Elementary students will be allowed to charge a maximum of \$10.00.
  - These meals will include only the menu items of the reimbursable meal.
  - After the balance exceeds \$10.00, the student may discreetly be given an alternative meal.
- Jr. High students will be allowed to charge a maximum of \$10.00. After this maximum has been met, no additional charges will be accepted.
- High school students will be allowed to charge one meal.
- No charges will be allowed for ala carte foods and beverages.
- Parents/guardians of students with negative balances will be contacted electronically, by written correspondence, by phone call by the District Accounting Office, or by the Food Service Department.
- One week prior to the end of school all charging will be cut off.
  - Parents/guardians will be sent a written request for "payment in full."
  - All charges not paid before the end of the school year will be carried forward into the next school year.
  - Graduating seniors must pay all charges in full.
- If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals at any time during the school year.



- Lunch payments can be made anytime electronically through TeacherEase. Checks or cash may be dropped off at the school office or sent with your students.

## **Food and Drink Deliveries**

The district maintains a closed campus during school hours to ensure student safety, campus security, and minimal disruptions to the learning environment. As such, students are not permitted to receive outside food and/or drink deliveries from restaurants, delivery services (e.g., DoorDash, Uber Eats), or third parties.

- Parent/Guardian Drop-Offs: If a parent or guardian wishes to bring lunch for their student, it must be delivered to the main office.
- Student Pick-Up: Students may retrieve their lunch only during their assigned lunch period. Office staff will not interrupt class to notify students of deliveries.

## **Meal-Time Visits**

- Visitors wishing to join a student for lunch must follow the general visitor procedures (see C-155-S).
- Visitors may only dine with the student they are approved to visit and must sit in the area designated by school staff.
- Visitors are not permitted to take photographs that include students other than the child they are visiting due to student privacy laws and confidentiality requirements. No other children may appear in photos or videos.
- Visitors should say goodbye in the multipurpose room at the end of the lunch period, unless an extended classroom visit has been scheduled in advance with the administration.

Microwaves are available for the use of 3<sup>rd</sup> through 12<sup>th</sup> grade students. Please keep in mind the lines to use the microwaves may be long. Lower elementary students must bring items that are ready to eat and require no heating. Soda is prohibited in the elementary, even in home provided lunches; any soda brought to school by students will be confiscated. Students are not allowed in the kitchen while food is being prepared or served.

Good manners are a must in our cafeteria because it shows the pride one has in self. Students are to return trays, dishes, utensils, and garbage to the proper place. Excessive noise and inappropriate behavior will not be allowed.

### **Allergy Prevention and Response S-145-S**

The District is required to ensure students with allergies are safe at school through planned prevention and response to a student's allergic reaction. For purposes of District policy and related procedures, an allergic reaction occurs when the immune system overreacts to a typically harmless substance and may be mild to life-threatening. Allergy prevention and response protocols apply to all school locations, including nonacademic, school-sponsored activities and transportation provided by the District. The Board authorizes the Superintendent or designee to develop and implement procedures to protect the health and well-being of students with significant allergies.

### *Health and Wellness Policy Regarding Snacks and Treats from Home*

Kingsville R-1 requires all snacks and treats provided to students to be store bought, pre-packaged, and/or items from the school cafeteria. This policy was agreed upon by the Kingsville R-1 School Board and administration to ensure student safety. Teachers are not permitted to serve any homemade or non-store bought snacks or treats. If these items are received at school, they will be returned.

Hydration and Beverage Guidelines for Students (Grades K–12) Students are encouraged to stay hydrated throughout the school day. To ensure safety, cleanliness, and appropriate consumption, the following guidelines apply to containers and beverages on campus:

#### Acceptable Containers (All Grades)

- Reusable water bottles with screw-on or flip-top lids
- Cups with secure lids, including tumblers with straws or push-top covers
- Colored or clear containers are allowed, though clear is preferred for easy identification.

#### Containers Not Permitted (All Grades)

- Open cups without lids
- Glass containers
- Containers used in a disruptive or unsafe manner

#### Banned Beverages

Energy drinks such as Red Bull, Monster, Bang, Alani, and similar beverages are not permitted on campus for any grade level due to health and safety concerns. These drinks typically contain high levels of caffeine, added sugars, artificial stimulants, and other ingredients not appropriate for school-aged children and adolescents.

## ***Allowable Beverages***

- Water (preferred and encouraged)
  - May be brought from home in an acceptable container
  - May be consumed throughout the school day as permitted by teacher/classroom norms

### **Grades 7–12 Only**

- Sweetened Beverages such as soda, sports drinks, sweet teas, lemonades, flavored milks):
  - Only permitted during lunch
  - Only allowed in the cafeteria
  - May be purchased from the school cafeteria or brought from home
  - Not allowed in classrooms or hallways at any time

Staff have the discretion to inspect bottles if there is reasonable suspicion of misuse or concealed substances.

At no time will uncovered drink containers be allowed in student lockers. Exceptions to this policy are re-sealable bottles of water and/or healthy snacks (defined the District's health and wellness policy) as permitted by the classroom teacher.

Congress passed a law requiring schools to have a health and wellness policy in place. The policy promotes healthier eating habits and healthier snack choices for our students. Snacks and treats consumed at school must be in compliance with this policy.

Examples of healthy snack options include: fruits, vegetables, cheese, yogurt, cheese or peanut butter crackers, low-fat granola or cereal bars, raisins, low-fat pudding cups, low-fat microwave popcorn, whole-grain pretzels, dried fruits, natural applesauce cups, and pumpkin seeds.

### ***Building-Wide and Classroom Approaches***

Parents/guardians should provide, at the time of enrollment, information on any allergies the student may have. The school nurse may request written permission from the parents/guardians to communicate with a student's health care provider as needed. Staff members are trained annually on risk reduction strategies, symptom recognition, and response procedures. The school nurse has an emergency kit available and accessible in all school buildings containing prefilled auto syringes of epinephrine, Narcan, and asthma-related medications as allowed by District rules. If you do not want these medications administered to your student in an emergency, please notify the school nurse in writing by September 1<sup>st</sup> of each school year.

The District will provide age-appropriate education for students, consistent with state learning standards, including potential causes of allergic reactions, information on avoiding allergens, symptoms of allergic reactions, and simple steps a student can take to keep classmates safe.

All processed foods, including food sold in vending machines, are labeled with a complete list of ingredients on each individual package. Ingredient lists will be created for all food provided through the District's nutrition program, including before- and after-school programs, which are available upon request. This also applies to items sold as part of concessions, fundraisers, and classroom activities.

### *Individual Approaches*

The District will evaluate and determine whether a student's allergies rise to the level of a disability that requires accommodations through the provisions of an Individual Education Plan (IEP) or Section 504 Plan (504). For those students who have allergies that do not rise to the level of disability, a designated team may develop an Individual Health Plan (IHP) and/or Emergency Action Plan (EAP). Staff who have a need to know about a student's allergies and plan will be informed and trained, and all staff members will follow any IEP, 504 Plan, IHP, and/or EAP.

A student's health information and individualized plan will be kept confidential and not shared with those who do not have a need to know unless authorized by the parent/guardian or as allowed by the Family Educational Rights and Privacy Act (FERPA). The District will communicate and collaborate at least annually with parents/guardians regarding the student's allergies, medications, restrictions/precautions, emergency contacts and any other relevant information to keep the student safe.

### **Health Services S-215-S**

Health services are provided under the direction of a school nurse. Although the nurse may be not physically present at all times, the nurse is always on call and there are trained employees in the building to provide first aid, dispense medication, and support the needs presented in the health office.

### *Illnesses/Injuries*

Students visiting the nurse's office must have a note from their teacher. Parents and/or guardians will be contacted when children are running a fever of 100 degrees or above and when they require medical attention. Students who are sent home from school ill are not to return to school until they have been:

- Fever free without medication for 24 hours.
- Vomit and diarrhea free without medication for 24 hours
- Free of continuous coughing

A doctor's permission form and a parental permission form must accompany medication given at school. Students are to go out to recess and participate in physical education unless extenuating circumstances prevent it.

### *Health Screenings*

The following screenings will be conducted: head lice (as needed), vision, height and weight, and dental.

### *Lice Procedures*

A “no-nit” policy excludes students from school based on the presence of lice eggs, whether or not live lice are present. MO DSHS does not recommend a “no-nit” policy. The Kingsville R1 School district will not exclude otherwise healthy students from school due to nit (lice, egg larva) infestations. Students with adult head lice infestations will be excluded from school only to the minimum extent necessary for treatment. To avoid the unnecessary exclusion of students from school, the administration provides the following procedure:

1. Schools will not perform routine schoolwide head lice screenings. However, should multiple cases be reported, the school nurse may identify students most likely to have been exposed and arrange to have that population of students examined.
2. If the school nurse or teacher discovers head lice or nits, the parent or guardian of that student will be notified, and the other students who reside with the infested student will also be checked.
3. The school nurse will instruct and educate the parent/guardian concerning appropriate treatments such as shampoos and sprays that can be purchased to eliminate head lice or nits and will also give guidance concerning necessary treatments that can be taken in the home to ensure that the head lice are eliminated.
4. If the student is found to be infested with *live head lice*, the student should be removed from school by parent/guardian and may not return to school until treatment is completed and no live head lice remain.
  - a. When a student who had a live head lice infestation returns to school, the student will be transported by a parent/guardian and the student will be examined by the school nurse the following day before school starts.
  - b. If live head lice are found at that time, the parent/guardian will be reinstructed concerning treatment. The student will be excluded from school until the student is free of live head lice.
5. A student who was identified as having nits but not a live head lice infestation will be re-examined within five calendar days of the initial identification. If this examination

reveals nits are still present, the parent/guardian will again be instructed on treatment options. This process will repeat until the student is free of nits.

6. The school nurse will keep accurate and confidential records of students infested with head lice or nits.

7. If it appears the parent/guardian of an infested student is failing to secure timely treatment for the infestation after having been given notice of the existence of head lice or nits in accordance with these procedures, the school nurse will notify the school principal, who may report the matter to the Children's Division of the Department of Social Services.

### *Health Office*

If you have any questions, please contact the Nurse at (816) 597-3422.

### **Administration of Medication S-135-S**

All medication is kept in the health office and no medication will be dispensed without written parental permission, including over-the-counter medication. Many medications can be given at home before or after school. When this is not possible, medication should be brought directly to the health office and must be accompanied by the following information:

*Non-Prescription Medication* – A written note from the parent/guardian with the student's name, reason for the medication, the time the medication is to be given, the dosage prescribed, and the number of days the medication is to be administered at school. These medications include, but are not limited to, allergy medication, decongestants, cough syrup, ibuprofen (Advil), acetaminophen (Tylenol), cough drops, or others. The parent/guardian must re-authorize this every school year.

Over-the-counter medications can be dispensed by the school nurse for an urgent need following a phone call to receive verbal permission from a parent or guardian.

Over-the-counter medications will not be dispensed in excess of the manufacturer's recommended dosage without written physician orders.

*Prescription Medication* – Prescription medication must be sent to school in the original prescription container. Every year, at the beginning of the school year, new and most current doctor's orders for prescribed epi-pens, inhalers (Asthma Action Plans), and other prescribed medications must be provided to the school RN. The parent/guardian will provide a copy of the new orders/plans from the physician if they are updated and/or changed throughout the school year. If the doctor has given samples of medication, then a written note from the physician is

necessary and should include the name of the student, the medication, and the dosage prescribed. The nurse may need to clarify prescription orders with the provider. Prescribed medication may be picked up at any time by the parent/guardian and also must be picked up by the parent/guardian no later than the last day of school. If these are not picked up, the RN will properly destroy and dispose the medication.

The nurse has the right to refuse to administer ANY medications that the nurse believes is not in the best interest of the student due to dosage, side effects, or other concerns.

In the absence of the RN at school, unlicensed assistive personnel that has been delegated and trained by the RN may administer medication to the student.

When a student has a health condition which needs accommodation or may necessitate emergency care, it is important that the school nurse be informed. Examples of a health condition that would need to be shared with the school nurse include severe allergies, asthma, diabetes, hearing loss, seizure disorder, etc. This would include situations when a physician recommends a student assume responsibility for self-medication. The nurse may request a release of information from the student's health care provider and the information may be shared with necessary District staff members on a need-to-know basis. Please contact the school nurse.

### **Communicable Diseases F-245-S**

Parents/guardians must notify the District if their student has a communicable disease. Parents/guardians will be required to provide written approval from the student's treating physician in order for their student to attend school. The District reserves the right to prevent student attendance until clarification or implementation of precautionary measures are in place. Parents/guardians are required to notify the District if they are enrolling or have a student attending school who is HIV positive.

Medical information of students is highly confidential, and the District will take necessary steps to protect the medical information of students and ensure that such information is released only to those with a need-to-know and/or individuals and entities who are required by law to be notified of certain health and medical information.

Students with a communicable disease who exhibit behaviors that increase the chances of their condition being spread to other individuals, may be subject to discipline in accordance with the discipline code, and state and federal law.

### ***Immunizations and Vaccinations***

It is unlawful for any student to attend school unless the student has been immunized according to Missouri School Immunization Law or unless a signed statement of medical or religious exemption is on file at the school, which is described in all enrollment information. Parents/guardians should bring immunization records at the time of enrollment and obtain additional immunizations as required by state law.

### **Student Insurance S-140-S**

The District recommends student accident insurance for the protection of a student and parents/guardians. It is the responsibility of the parents/guardians to arrange insurance coverage as the District does not assume financial responsibility for student injuries.

Students participating in interscholastic athletics are required to have insurance coverage. This may be in the form of either family coverage or the coverage offered through the District. Missouri State High School Activities Association (MSHSAA), requires that a student be covered through insurance before being allowed to practice or compete for a school team. The student will not be allowed to participate in interscholastic practices or competitions until proof of insurance is provided.

The District also provides information about MO HealthNet for Kids (MHK), Missouri's Medicaid program, to qualifying families who enroll students in the District. Parents who complete an application for free and reduced-priced meals (FRL), and who indicate on the application form a child does not have insurance, will be notified by the District that the MHK program is available. Forms for MHK may be accessed at:

<https://dssmanuals.mo.gov/wp-content/uploads/2020/09/IM-1SSL-Fillable-Secured-6-24-21.pdf>.

### **Student Records S-125-S**

#### *Access to and Release of Student Information*

All parents/guardians may inspect and review their student's education records, seek amendments, consent to disclosures except to the extent the law authorizes disclosure without consent, and file complaints regarding the records as allowed by law. Requests to inspect or review education records may be directed to the District's School Counselor. Requests to amend education records may be directed to the District's School Counselor to obtain the proper form. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and 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.

The parents'/guardians' rights relating to the education records transfer to the student once the student becomes an eligible student; however, parents/guardians maintain some rights to inspect student records even after a student turns 18. The District allows access to records to either parent, regardless of divorce, custody or visitation rights, unless the District is provided with legal documents that the parent's rights to inspect records have been modified.

#### *Directory Information*

Directory information is information about a student that generally is not 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 may release this information without obtaining consent from a parent or eligible student unless a parent or eligible student notifies the District in writing. 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 by law. For example, the District may require students to disclose their names, District email addresses in classes in which they are enrolled, or students may be required to wear or display a student identification card that exhibits information designated as directory information. If you do not want the District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent (with exception of disclosures required by law), you must notify the principal in writing by September 1<sup>st</sup> of each school year.

The District designates the following items as directory information:

*General Directory Information:* The following personally identifiable information about a student may be disclosed by the District without first obtaining written consent from a parent or eligible student: Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); participation in District-sponsored or District-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the District; schools or school Districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

*Limited Directory Information:* In addition to general directory information, a student's address, telephone number and email address; and the parents' addresses, telephone numbers and email addresses may be disclosed to: school officials with a legitimate educational interest; 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; students enrolled in the same school as the student whose information is released; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services.

#### *School Officials with a Legitimate Educational Interest*

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and

law enforcement unit personnel) or a Board Member. 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, auditor, 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.

#### *Release of Records to Other Agencies or Institutions*

The District forwards education records to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements under the 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 of the student/eligible student.

#### *Release*

Parents or guardians may designate additional adult(s) to have access to their student's records by requesting a Family Educational Rights and Privacy Act (FERPA) release form from the School Counselor.

#### *Notice*

Parents/Guardians and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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 20202

#### **Personnel Records E-190-S**

The District is required to inform you that, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), upon your request, the District is required to provide you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional statute 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 student 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 have 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.

This information may be requested by contacting the principal.

#### Parent and Family Involvement and Engagement (Title I, Part A) I-135-S

The District encourages effective involvement by parents, guardians, and families to support the education of their children. In consultation with the State Board, educators, local associations, parent organizations and individual parents/guardians whose children are enrolled in the District, the District will:

1. Promote regular, two-way communication between home and school.
2. Promote and support responsible parenting.
3. Recognize that parents and families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents and families to visit the school that their student(s) attend and actively solicit parental/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Avail community resources to strengthen school programs, family practices, and the achievement of students.

The School Parent and Family Engagement Plan may be found here:

[https://docs.google.com/document/d/17\\_aBWwSJdJ9F8IALMkn3fgHciqIzOa9W\\_rNTy81nJU/edit](https://docs.google.com/document/d/17_aBWwSJdJ9F8IALMkn3fgHciqIzOa9W_rNTy81nJU/edit)

#### **Program for Students who are Homeless, Migrant, English Learners, At-Risk or in Foster Care I-140-S**

The District is committed to the provision of a free and appropriate education for all students enrolled in the District. Therefore, the District complies with all provisions,

regulations, and administrative rules applicable to state and/or federal requirements in order to serve students who are homeless, migrants, English learners, at-risk, or in foster care.

The District's liaison for students who are Homeless, At-Risk or in Foster Care:

Name: Karlie Cederquist, School Counselor  
Phone #: (816) 597-3422  
Email Address: [kcederquist@kingsville.k12.mo.us](mailto:kcederquist@kingsville.k12.mo.us)

The District's liaison for students who are Migrant, English learners is:

Name: Amanda Schoenherr, Elementary Principal  
Phone #: 816-597-3422  
Email Address: [aschoenherr@kingsville.k12.mo.us](mailto:aschoenherr@kingsville.k12.mo.us)

### **English Language Learners I-150-S**

The District provides programs and support for students in order to provide equal educational opportunities for students with limited English proficiency (LEP).

Free language interpreting and translation is available for parents/guardians and students who require it. If you require an interpreter, please inform your student's teacher or school, and the District will arrange for an interpreter to assist at no cost to you. If we do not have an interpreter for your language, we will work to find someone who can help.

Information on District programs such as Gifted Education, AP classes, Special Education, extracurricular activities, and others can be found on the District website. The District Counselor will arrange for a translator if one is needed.

For more information about the programs for students with LEP or assistance for families, please contact:

Name: Amanda Schoenherr  
Address: 101 East Adriatic, Kingsville, MO 64061  
Phone #: (816) 597-3422  
Email Address: [aschoenherr@kingsville.k12.mo.us](mailto:aschoenherr@kingsville.k12.mo.us)

### **Visitor Procedures C-155-S**

Kingsville R-1 School welcomes the opportunity for all community members—including parents/guardians, grandparents, alumni, volunteers, and other guests—to engage meaningfully with school life. In alignment with our commitment to student safety, the following procedures will govern all campus visits during the school day.

All visitors, regardless of their relationship to the school, must receive administrative approval at least 24 hours in advance of their intended visit.

- Visitors must provide their full name, reason for visit, desired time/date, and whom they wish to visit.
- All visitors must check in at the main office upon arrival.
- A visitor badge must be visibly worn at all times while on campus.
- Visitors must state the purpose of their visit and limit their activity to that stated purpose. Unscheduled or extended visits will not be permitted.
- Before departing, visitors must sign out at the front office.

#### Meal-Time Visits

- Visitors wishing to join a student lunch must follow the general visitor procedures.
- Visitors may only dine with the student they are approved to visit and must sit in the area designated by school staff.
- Visitors are not permitted to take photographs that include students other than the child they are visiting due to student privacy laws and confidentiality requirements. No other children may appear in photos or videos.
- Visitors should say goodbye in the multipurpose room at the end of the lunch period, unless an extended classroom visit has been scheduled in advance with the administration.

#### Extended Visit

- If visitors wish to extend their time on campus beyond a meal or scheduled appointment, they must request approval during the initial 24-hour notice period.
- Unscheduled extensions will not be accommodated out of respect for learning time and staff availability.

While we actively encourage community engagement and family participation, these procedures are essential to ensure safe and secure learning environments for all students and staff. We appreciate your partnership in maintaining this standard of excellence.

#### **Transportation Services F-260-S**

##### *Student Transportation Changes/Release of Students*

A note MUST accompany each child when there is a change in transportation Verbal instructions from any student WILL NOT BE ACCEPTED. This note should be given to the classroom teacher or phone calls should be directed to the office by 1:00 p.m. Any child without a note or phone call from a parent will resume primary transportation procedures listed on the emergency contact form.

### *Bus Discipline*

Bus transportation is a privilege, and any person guilty of misconduct or destruction of property on the bus will be disciplined and may lose the privilege of riding the bus to and from school. Kingsville R-1 will be responsible for investigating and implementing discipline procedures/consequences. The procedures for misconduct on buses are as follows. In each instance, a disciplinary letter and a copy of the referral will be sent home.

- A first notice requires Principal/student conference, parent contact, and lunch detention.
- A second notice requires Principal/student conference, parent contact, a lunch detention, and up to 5 days bus suspension.
- A third notice will result Principal/student conference, parent contact, lunch detention, and no less than 5 days bus suspension.
- Additional bus referrals will result in additional suspensions including potential bus suspension for the remainder of the school year.
- Inflated balloons, glass items, live animals, and any other item in the *Prohibited Items* section are not allowed on the bus.

### *Trips under School Jurisdiction*

Students are required to ride school-sponsored transportation both to and from Kingsville High School sponsored activities in which they are involved. Sponsors may allow parents to sign their student out for the return trip home. Liability and safety reasons demand that this rule be strictly enforced by administration and staff.

## **Student Discipline S-170-S**

### *Student Code of Conduct*

The District believes students deserve the right to participate and learn in a safe environment which allows teachers to focus on instruction that accelerates achievement. To ensure that school is a quality atmosphere for all students at all times, the code of conduct and discipline policies outline consequences for misconduct that occurs at school, during a school activity whether on- or off-campus, on District transportation, or misconduct that involves the use of District technology. All District personnel are responsible to supervise and hold students accountable for violations of discipline rules.

Failure to obey standards of conduct may result in, yet is not limited to, verbal warning, community service, confiscation of property, principal/student conference, parent contact, loss of credit, grade reduction, course failure, removal from extracurricular activities, revocation of privileges including transportation, parking and technology privileges, detention, in- or out-of-school suspension, expulsion, and report to law enforcement. For offenses involving academic integrity, the student may also be subject to a loss of credit for work, a grade reduction, and/or course failure. The Board authorizes the immediate removal of a student who poses a threat to self or others as determined by the principal, Superintendent, or the Board.

Any student who is suspended for any serious violation of the District's Student Discipline policy shall not be allowed while suspended to be within 1,000 feet of any school property or any activity of the District, regardless of where the activity takes place, unless:

- (1)** Such student is under the direct supervision of the student's parent, legal guardian, or custodian and the Superintendent or the Superintendent's designee has authorized the student to be on school property;
- (2)** Such student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the principal of the school which suspended the student and the Superintendent or the Superintendent's designee has authorized the student to be on school property;
- (3)** Such student is enrolled in and attending an alternative school that is located within one thousand feet of a public school in the District where such student attended school; or
- (4)** Such student resides within one thousand feet of any public school in the District where such student attended school in which case such student may be on the property of his or her residence without direct adult supervision.

If a student engages in an act of violence, a school administrator will report the information to teachers and other District employees who are responsible for the student's education or otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. Additionally, school administrators will report to the appropriate law enforcement agencies any crimes as required by law.

Corporal punishment is strictly prohibited as a method of discipline. Reasonable force may be used, when necessary, for the protection of a student or others and property. The District limits the use of seclusion or restraint to situations or conditions in which there is imminent danger of physical harm to self or others.

Students with disabilities will be disciplined in compliance with state and federal laws per the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Plan, and any regulations and state and local compliance plans, which includes due process rights as afforded to all students. Additionally, a student's Individual Education Plan (IEP), including any portion that is related to past or potentially future violent behavior, will be provided to appropriate staff members with a need to know.

Information regarding a student's misconduct and discipline is confidential and only shared with those who have a need to know. Teachers and other authorized District personnel shall not be civilly liable when acting in conformity with District policies, including the discipline policy, or when reporting acts of school violence to a supervisor or other person as mandated by law.

The District discipline policy and procedures will be provided to every student at the beginning of each year, be published on the District website, and made available in the office of the Superintendent during normal business hours.

This code applies to all misbehavior committed by a student on District property, at any school-sponsored activity or event whether on- or off-campus, and District transportation. Additionally, the District may use its authority to address behavior that occurs off-campus if it interferes with the operation of the school or endangers the safety of students or staff.

### *In loco parentis*

When students attend school, parents delegate some parental authority to the school, who is then in loco parentis to the students. This includes, but is not limited to, the ability of the school to supervise students and maintain an educationally sound and safe environment. The school makes every effort to partner with and promptly communicate with parents when working through matters related to their individual students.

### *Standards of Conduct and Consequences*

No document can identify every possible offense that could potentially result in disciplinary action. This code identifies most offenses constituting a failure to obey the standards of conduct set by the Board. However, when circumstances warrant, the principal, Superintendent, and/or Board may impose consequences for misconduct not specifically outlined in this document.

### *District Policy for Discipline*

#### *Definitions*

*Acts of violence or violent behavior* - The exertion of physical force with the intent to do serious physical injury while on school property, including District-transportation and school activities.

*Corporal Punishment* – The intentional infliction of physical punishment, usually in the form of spanking, as a method of student discipline.

*Detention* – A form of student discipline that requires students to attend a before and/or after school setting which monitors and restricts student activity. Classroom teachers can partner with families to schedule detentions at their discretion.

*Expulsion* – A form of student discipline which removes and excludes a student from school for an indefinite period of time. Students who are expelled are entitled to due process rights.



*In-school suspension* – A form of student discipline which consists of removing the student from normal classes during the day and assigning the student to an in-school suspension program or class for a specified period of time.

*Need to know* – A requirement to report acts of school violence to school personnel who are directly responsible for a student’s education and who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

*Out-of-school suspension* – A form of student discipline which removes and excludes a student from school for a defined period of time. Students who are suspended are entitled to due process rights.

*Physical Restraint* – The use of person-to-person physical contact that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely. It does not include briefly comforting or calming a student, holding a student’s hand to transport the student for safety purposes, physical escort, intervening in a fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

*Restitution* – The requirement of a student to return or pay for stolen goods or damaged property.

*Seclusion* – This is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the school District. Seclusion does not include a timeout, in-school suspension, detention, or other appropriate disciplinary measures. Seclusion is limited to situations or conditions in which there is imminent danger of physical harm to self or others.

*Serious violation of the District’s Student Discipline Policy* – Any act of violence or violent behavior, any drug-related activity, any offense listed in [Section 160.261.2, RSMo](#), or any other violation of the District’s Student Discipline Policy resulting in the suspension of a student for more than 10 school days.

<b>Prohibited Conduct</b>	<b>Definition</b>
<b>Academic Dishonesty, Cheating, Plagiarism</b>	Any type of cheating that occurs in relation to an academic exercise or assignment. It may include plagiarism, fabrication of information or citations, cheating, falsification of work or excuses for work, disrupting or destroying another person's work, failure to contribute to a team project, or other misconduct related to academic work. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.
<b>Arson, Fireworks or Incendiary Devices</b>	Starting or attempting to start a fire or causing or attempting to cause an explosion. Possessing, displaying, or using fireworks, matches, lighters, or other devices to start fires or other unsanctioned actions. This does not include educational activities designed and supervised by District employees.
<b>Assault, First or Second Degree</b>	Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes criminal assault in the first or second degree.
<b>Assault, Third or Fourth Degree</b>	Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third or fourth degree.
<b>Automobile/Vehicle Misuse, Careless Driving</b>	Discourteous or unsafe driving on or around District property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on District property.
<b>Bullying and Cyberbullying</b>	Intimidation, unwanted aggressive behavior or harassment (including criminal harassment under the Safe Schools Act), 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 communication, cyberbullying, electronic or written communication, and any threat of retaliation for reporting of such acts. "Cyberbullying" means bullying 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. Students will not be disciplined for speech in situations where the speech is protected by law.
<b>Bus or Transportation Misconduct</b>	Any misconduct committed by a student on transportation provided by or through the District.
<b>Dishonesty, Forgery</b>	Any act of lying, whether verbal or written, including forgery.

<b>Disruptive Behavior and/or Speech, Insubordination and/or Refusal</b>	Conduct that interferes with an orderly education process such as disobedience or defiance to an adult's direction, use of vulgar or offensive language or graphics, any rude language or gesture directed toward another person. Deliberate failure to follow a reasonable request, direction, or rule given by a teacher, staff member, or other school authority. This includes ignoring instructions, talking back, walking away when being addressed, or refusing to participate in assigned activities which disrupts the learning environment and undermines authority.
<b>Distribution, Possession, Use, or Sales of Substances (Drugs, Alcohol, Tobacco, E-Cigarettes, Vapes)</b>	The use, sale, transfer, distribution, possession, or being under the influence of prescription drugs, alcohol, tobacco products, electronic cigarettes, vaping products, other nicotine delivery products, imitation tobacco products, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances, imitation controlled substances, drug/tobacco paraphernalia, or over the counter drugs on any District property, vehicles, or at District sponsored events. However, students may use, possess, and be under the influence of their prescription drugs and over the counter drugs in compliance with District procedures.
<b>Dress Code</b>	Students are expected to wear attire that is appropriate, safe, and respectful of the learning environment. Dress code violations include, but are not limited to: Headwear, such as hoods on hooded sweatshirts, and sunglasses in the school building. Attire with words, symbols, or images that might be offensive, such as profanity, obscenity, sexual references, violence, and/or any reference to alcohol, tobacco, or other drugs. Chains/dog collars/spikes of any kind and/or gang-related clothing. Visible undergarments, (including sleeveless undergarments), see-through/ transparent clothing, exposed midriffs. Backless, strapless, spaghetti straps, or low-cut tops. Long coats, trench coats, blankets, capes, flags.
<b>False Alarms or Reports</b>	Intentionally tampering with alarm equipment for the purpose of setting off an alarm, making false reports for the purpose of scaring or disrupting the school environment.
<b>Fighting</b>	A conflict: verbal, physical, or both, between two or more people. A physical altercation between two or more students involving intentional contact intended to harm, intimidate, or provoke, which disrupts the learning environment and violates established standards of behavior.
<b>Firearms and Weapons</b>	A) Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2). Other weapons are prohibited. B) Other weapons are defined as a device readily capable of lethal use, or device designed to mimic a weapon. Other weapons include mace spray, any knife, regardless of blade length; and items customarily used, or which can be used, to inflict injury upon another person or property. C) Possession or use of ammunition, a component of ammunition or a weapon, weapon accessories, or tactical gear.
<b>Gambling</b>	Betting something of value upon the outcome of a contest, event, assignment, or game of chance.
<b>Harassment, including Sexual Harassment</b>	Conduct that annoys, threatens, intimidates another person based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Harassment, including sexual harassment, is unwanted and unwelcomed conduct that causes another person extreme unease or fear. Examples include, but are not limited to, derogatory comments or slurs, lewd propositions, blocking movement, offensive touching, or offensive posters or graphics.



<b>Hazing</b>	The imposition of strenuous, humiliating, and/or dangerous tasks as part of an initiation, admission, or affiliation to a group, even when all parties willingly participate.
<b>Horseplay</b>	Rough or boisterous play that is inappropriate for the school setting. This includes actions like pushing, shoving, running in hallways, play fighting, or any physical behavior meant to be playful but that could lead to injury, property damage, or disruption of the learning environment.
<b>Electronic Personal Communications Devices Violation</b>	Electronic personal communications device means a portable device used to initiate, receive, store, or view communication, information, images, or data electronically. This includes, but is not limited to, mobile phones, personal tablets, smartwatches, personal laptops, handheld gaming devices, meta/AI glasses, and earbuds/headphones connected to these devices. Prohibited during regularly scheduled instruction time. Instructional time is defined as any period during which a student is receiving academic instruction under the supervision of a teacher
<b>Public Display of Affection</b>	Physical intimacy that is inappropriate for an educational setting, such as but not limited to, kissing, groping, fondling, cuddling.
<b>Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material</b>	Possessing, displaying, or generating sexually explicit, vulgar, or violent material, such as but not limited to, pornography, nudity, violence or explicit death or injury. This restriction does not apply to curricular material vetted and approved by District employees for educational purposes.
<b>Sexual Activity, Indecent Exposure</b>	Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.
<b>Tardiness or Truancy</b>	A student arriving after the class period has begun is marked tardy. Truancy is when a student is absent from school without permission from the parents/guardians or school official. Truancy includes, but is not limited to skipping classes, falsifying the reason for an absence, or absences that have not been pre-arranged and pre approved as excused.
<b>Technology Misconduct</b>	Gaining or attempting to gain unauthorized access to or interfering with a technology system or information, using any type of electronic device without permission, or recording audio or visual information without express permission for educational purposes and as allowed by District rules, or using technology in a manner inconsistent with the terms of the Technology Usage Agreement.
<b>Theft, Extortion</b>	Taking or attempting to take the property of others without consent or knowingly taking possession of stolen property. Threatening or intimidating any person for the purpose of obtaining money or anything of value.
<b>Threats, Intimidation or Verbal Assault</b>	Verbal, written, graphics, or gestures in a convincing manner that causes another person to fear for the safety of themselves or property.
<b>Vandalism, Property Damage or Loss of School Property, Unauthorized Entry</b>	Damage to or loss of school property such as, but not limited to, books, electronic devices, calculators, uniforms, equipment, or facilities, etc. Deliberate destruction of or damage to property belonging to the District, employees, or students. Entering a District facility, office, locker or other area that is locked or assisting someone to enter District property who is not authorized or through an unauthorized entrance.
<b>Violation of Imposed Disciplinary Consequences</b>	The failure to comply with the discipline consequences assigned. This includes appearing on District property or at a school-sponsored event while serving a suspension or expulsion.

Consequences to Violations of Conduct			
VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Violations against Persons			
<b>Assault - First, Second Degree</b>	Principal/student conference, parent contact, Up to 180 day suspension or expulsion and notice to law officials	Principal/student conference, parent contact, Up to 180 day suspension or expulsion and notice to law officials	Principal/student conference, parent contact, Up to 180 day suspension or expulsion and notice to law officials
<b>Assault - Third, Fourth Degree</b>	Principal/student conference, parent contact, Up to 5 days OSS and notice to law officials	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Bullying and Cyberbullying</b>	Principal/student conference, parent contact, Up to 2 days OSS, and notice to law officials	Principal/student conference, parent contact, Up to 5 days OSS, and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Fighting</b>	Principal/student conference, parent contact, Up to 2 days OSS, and notice to law officials	Principal/student conference, parent contact, Up to 5 days OSS, and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion, and notice to law officials
<b>Harassment, including Sexual Harassment</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Hazing</b>	Principal/student conference, parent contact, Up to 5 days OSS and notice to law officials	Principal/student conference, parent contact, up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, up to 10 days OSS with referral for long term suspension and notice to law officials
<b>Horseplay</b>	Principal/student conference, parent contact, and up to 1 day ISS.	Principal/student conference, parent contact, and up to 3 days ISS.	Principal/student conference, parent contact, and up to 1 day OSS.



<b>Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Sexual Activity, Indecent Exposure</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Threats and Intimidation, Verbal Assault</b>	Principal/student conference, parent contact, Up to 2 days ISS	Principal/student conference, parent contact, Up to 5 days OSS	Principal/student conference, parent contact, Up to long-term suspension or expulsion
<b>Violations against Public Health and Safety</b>			
<b>VIOLATION</b>	<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>	<b>3RD OFFENSE</b>
<b>Positive Random Drug Test</b>	Principal/student conference, parent contact, 30 day suspension from extracurricular activities and parking privileges	Principal/student conference, parent contact, 30 day suspension from extracurricular activities and parking privileges. Reduction in suspension may occur if student completes approved drug treatment program	Principal/student conference, parent contact, 365 day suspension from all extracurricular activities, public performances, and parking privileges.
<b>Possession of a Firearm or Weapon</b>	Principal/student conference, parent contact, Confiscation, Notice to law officials, Up to 180 days OSS and expulsion		
<b>Possession of Pocket Knife or Box Cutter</b>	Principal/student conference, parent contact, Confiscation, and up to 1 Day ISS, and notice to law officials	Principal/student conference, parent contact, Confiscation, and up to 3 Days ISS, and notice to law officials	Principal/student conference, parent contact, Confiscation, up to 3 Days OSS and notification of law officials

<b>Possession, Use, Distribution or Sales of Substances (Drugs, Alcohol, Tobacco, E-Cigarettes, Vapes)</b>	Principal/student conference, parent contact, Up to 10 days OSS, confiscation, and notice to law officials	Principal/student conference, parent contact, 10 days OSS, confiscation, with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion, confiscation, and notice to law officials
<b>Possession of Tobacco, Vape or other nicotine delivery products</b>	Principal/student conference, parent contact, Up to 2 days OSS, confiscation, and may be subject to testing	Principal/student conference, parent contact, Up to 5 days OSS and confiscation, and may be subject to testing	Principal/student conference, parent contact, Up to 10 days OSS and confiscation, and may be subject to testing
<b>Violations against Property</b>			
<b>VIOLATION</b>	<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>	<b>3RD OFFENSE</b>
<b>Arson, Fireworks or Incendiary devices</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>False Alarm or Reports</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Theft, Extortion</b>	Principal/student conference, parent contact, Up to 10 days OSS, restitution, and notice to law officials	Principal/student conference, parent contact, 10 days OSS, restitution, with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, restitution, Up to long-term suspension or expulsion and notice to law officials
<b>Vandalism, Property Damage or Loss of School Property, Unauthorized Entry</b>	Principal/student conference, parent contact, Up to 3 days ISS, restitution, and notice to law officials	Principal/student conference, parent contact, Up to 10 days OSS, restitution, and notice to law officials	Principal/student conference, parent contact, Up to expulsion, restitution, and notice to law officials
<b>Violations Regarding Vehicles</b>			

<b>VIOLATION</b>	<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>	<b>3RD OFFENSE</b>
<b>Careless Driving, Automobile, Vehicle Misuse</b>	Principal/student conference, parent contact, Up to loss of driving privileges for 10 school days	Principal/student conference, parent contact, Up to loss of driving privileges for 45 school days	Principal/student conference, parent contact, Up to loss of driving privileges for 90 school days
<b>Violations against Public Decency and Good Order</b>			
<b>VIOLATION</b>	<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>	<b>3RD OFFENSE</b>
<b>Academic Dishonesty, Cheating, Plagiarism</b>	Principal/student conference, parent contact, No credit for assignment or test	Principal/student conference, parent contact, No credit for assignment or test, and up to 3 days ISS	Principal/student conference, parent contact, No credit for assignment or test, and up to 10 days ISS
<b>Bus Referral Bus or Transportation Misconduct</b>	Principal/student conference, parent contact, and lunch detention	Principal/student conference, parent contact, and lunch detention, and up to 5 days bus suspension	Principal/student conference, parent contact, lunch detention, and no less than 5 days bus suspension
<b>Dishonesty, Forgery</b>	Principal/student conference, parent contact, and up to 1 day ISS.	Principal/student conference, parent contact, and up to 3 days ISS.	Principal/student conference, parent contact, and up to OSS.
<b>Disruptive Behavior and/or Speech, Insubordination and/or Refusal</b>	Principal/student conference, parent notification, and up to 1 day ISS	Principal/student conference, parent notification, and up to 3 days ISS	Principal/student conference, parent notification, and up to OSS
<b>Dress Code Violation</b>	Principal/student conference, Parent notification, Warning + cover up or change item	Principal/student conference, Parent notification, after school detention + cover up or change item	Principal/student conference, Parent notification, up to 1-day ISS + cover up or change item
<b>Electronic Personal Communication s Devices Violation</b>	Principal/student conference, confiscation, parent contact, and lunch detention	Principal/student conference, confiscation, parent contact, lunch detention, and before or afterschool detention.	Principal/student conference, confiscation, parent contact, and 1 day ISS.
<b>Gambling</b>	Principal/student conference, parent contact, and up to 1 day ISS.	Principal/student conference, parent contact, and up to 3 days ISS.	Principal/student conference, parent contact, and up to OSS.



<b>Public Display of Affection</b>	Principal/student conference, parent contact, and before or afterschool detention	Principal/student conference, parent contact, and up to 1 day ISS.	Principal/student conference, parent contact, and up to 3 days ISS.
<b>Technology Misconduct</b>	Principal/student conference, parent contact, Up to 10 days OSS and notice to law officials	Principal/student conference, parent contact, 10 days OSS with referral for long term suspension and notice to law officials	Principal/student conference, parent contact, Up to long-term suspension or expulsion and notice to law officials
<b>Truancy or Tardiness</b>	Principal/student conference, parent contact, up to 1 day ISS. and referral to JoCo truancy court	Principal/student conference, parent contact, up to 3 days ISS, and referral to JoCo truancy court	Principal/student conference, parent contact, up to 5 days ISS, and referral to JoCo truancy court
<b>Violation of Imposed Disciplinary Consequences</b>	Principal/student conference, parent contact, and up to 1 day ISS.	Principal/student conference, parent contact, and up to 3 days ISS.	Principal/student conference, parent contact, and up to OSS.

### **Bullying, Hazing, and Cyberbullying S-185-S**

The District strictly prohibits bullying, including hazing, and cyberbullying on school grounds, at any school function, or on District transportation.

#### *Definitions*

*Bullying* – 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 such acts.

*Cyberbullying* – Bullying as defined above through the transmission of a communication including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school campus, or at a District activity if the communication was made using District technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on the school's campus or at a District activity using the student's own person technological resource.

*Anti-bullying Coordinator* – The Superintendent will ensure an individual at each school is designated to serve as the anti-bullying coordinator. All anti-bullying coordinators will be teacher-level or above and a list of coordinators will be kept on

file at the District administration office and updated annually. Additionally, a District anti-bullying coordinator will be designated. The building anti-bullying coordinator is Karlie Cederquist who can be reached at [kcederquist@kingsville.k12.mo.us](mailto:kcederquist@kingsville.k12.mo.us).

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

### *Reporting Bullying or Cyberbullying*

District employees are required to report any instance of bullying of which the employee has firsthand knowledge. Any employee, substitute, or volunteer who witnesses an incident of bullying must report the incident to the building anti-bullying coordinator within two (2) school days of witnessing the incident. If the anti-bullying coordinator is unavailable or is the subject of the report, the employee should contact the District's Compliance Officer. In addition, all District employees, substitutes, or volunteers must direct all persons seeking to report an incident of bullying to the building anti-bullying coordinator.

Any individual making a verbal report of bullying will be asked to submit a written complaint to the anti-bullying coordinator. If the person refuses or is unable to submit a written complaint, the anti-bullying coordinator will summarize the verbal complaint in writing.

When an anti-bullying coordinator is informed about a possible bullying or cyberbullying incident, verbal, written, or otherwise, the District will conduct a prompt, impartial, and thorough investigation to determine whether misconduct, including unlawful conduct, occurred. The District will implement interim measures as necessary. When it is determined that bullying or cyberbullying occurred, the District will take appropriate action for violations of District expectations and rules.

### *Investigation*

Within two (2) school days of receipt of a report of bullying or cyberbullying, the anti-bullying coordinator or designee will initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation. The investigation will be completed within ten (10) school days from the date of the written report unless good cause exists to extend the investigation. A copy of the written report of the investigation and results will be sent to the District anti-bullying coordinator and included in the files of the victim and the alleged or actual perpetrator of bullying or cyberbullying. All reports are confidential in accordance with law and District rules.

### *Retaliation*

The District prohibits reprisal or retaliation against any person who reports an act of bullying or cyberbullying, testifies, or participates in any manner with an investigation proceeding, or hearing. The District will take appropriate remedial action for any student, teacher, administrator, or other school personnel who retaliates.

### *Consequences of Bullying, Cyberbullying, or Retaliation*

When the District receives a report of bullying, cyberbullying, or retaliation, interim measures to protect the victim(s) will be taken. If an investigation determines that bullying, cyberbullying, or retaliation occurred, the District will act to end the bullying, cyberbullying or retaliation.

Students who are determined to have participated in bullying, cyberbullying, or retaliation will be disciplined in accordance with the District discipline policy. Consequences may include, but are not limited to, loss of privileges, detention, in- or out-of-school suspension, expulsion, and referral to law enforcement. Any determination of consequences will consider factors such as the age of the student(s), developmental level of the student(s), degree of harm, severity of behavior, disciplinary history, and other educationally relevant factors.

District employees and substitutes who violate this policy will be disciplined, up to and including termination. Volunteers, visitors, patrons, or others who violate this policy may be prohibited from District property or activities, or other remedial action.

### *Public Notice*

The District will:

1. Provide information and appropriate training to District staff who have significant contact with students regarding the policy.
2. Provide education and information to students regarding bullying, including information regarding the District policy prohibiting bullying, the harmful effects of bullying, and applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, cyberbullying, and/or retaliation against any person who reports an act of bullying.
3. Instruct school counselors, school and licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for overcoming bullying's negative effects. Techniques will include, but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself/herself assertively and effectively; helping the student develop social skills; and/or encouraging the student to develop an internal locus of control.
4. Implement programs and other initiatives to address and respond to bullying in a manner that does not stigmatize the victim and makes resources or referrals available to victims of bullying.

Complaints alleging unlawful discrimination, harassment, or retaliation in violation of District policy will be referred for investigation to the District Compliance Officer.

### *Report Form*

The District's Bullying Report Form is available from the District's Compliance Officer, in the Principal's Office, and is available on the District website at:

<https://sites.google.com/kingsville.k12.mo.us/kingsvillek12schoolcounseling/bullying-incident-form?authuser=0>

### **Complaints or Concerns C-120-S**

Effective communication helps avoid and resolve many complaints, concerns, misunderstandings and disagreements. Individuals who have a complaint or concern should discuss their concerns with the school personnel involved in the issue at hand in an effort to resolve problems. This step will usually involve communicating directly with the person or persons with whom the complainant has a concern. This step may be skipped when the complainant in good faith believes that speaking directly to the person would subject the complainant to discrimination, harassment or retaliation.

This step may also be skipped if the complainant in good faith believes that any law or a District policy or written rule has been violated. The District has adopted specific procedures for investigation and resolution for complaints or concerns as required by specific and varying laws that are applicable to the District. The District's Compliance Officer should be contacted with any complaints or concerns that any law or District written rule has been violated, including but not limited to, laws relating to: civil rights, including discrimination, harassment, and retaliation; special education matters including the IEP and 504 processes and services; federal programs and related services; bullying; and The Family Educational Rights and Privacy Act, including student records and confidentiality.

When communicating directly with the school personnel involved in the issue does not resolve matters satisfactorily, or if it is appropriate to skip the first step as described above, a complainant should consult with the District's Compliance Officer who will direct the complainant to the appropriate process for resolution of the complaint. The District designates the following individual to act as the District's Compliance Officer:

Name: Amanda Schoenherr, Elementary Principal  
Phone #: (816) 597-3422  
Email Address: [aschoenherr@kingsville.k12.mo.us](mailto:aschoenherr@kingsville.k12.mo.us)

In the event the District's 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 alternative Compliance Officer:

Name: Rachel Wallace, High School Principal  
Phone #: (816) 597-3422  
Email Address: [rwallace@kingsville.k12.mo.us](mailto:rwallace@kingsville.k12.mo.us)

All complaints of violation of any law or a District policy or written rule will be promptly investigated by the District, and appropriate action will be taken. Complainants are strongly encouraged to provide their concerns in writing.

## Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures

This guide explains how to file a complaint about any of the programs (Title I, A,B, C, D, II, III, IV.A, V) that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA).

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b> <ol style="list-style-type: none"><li>1. What is a complaint under ESSA?</li><li>2. Who may file a complaint?</li><li>3. How can a complaint be filed?</li></ol>	
<b>Complaints filed with LEA</b> <ol style="list-style-type: none"><li>4. How will a complaint filed with the LEA be investigated?</li><li>5. What happens if a complaint is not resolved at the local level (LEA)?</li></ol>	<b>Complaints filed with the Department</b> <ol style="list-style-type: none"><li>6. How can a complaint be filed with the Department?</li><li>7. How will a complaint filed with the Department be investigated?</li><li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li></ol>
<b>Appeals</b> <ol style="list-style-type: none"><li>9. How will appeals to the Department be investigated?</li><li>10. What happens if the complaint is not resolved at the state level (the Department)?</li></ol>	

### **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 include:

- A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
- The facts on which the statement is based on the specific requirements 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:

- **Record.** A written record of the investigation will be kept.
- **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
- **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
- **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).
- **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 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.

**Equal Opportunity and Prohibition against Harassment, Discrimination, and Retaliation C-130-S**

The District is committed to providing equal opportunity in all areas of admission, recruiting, hiring, employment, retention, promotion, contracted services, and access to programs, services, activities, and facilities. The District strictly prohibits any unlawful discrimination or harassment against any person because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District also prohibits retaliatory action, harassment, or discrimination against individuals who make complaints of, report, or otherwise participate in the investigation of any such unlawful discrimination, harassment, or retaliation. The District is an equal opportunity employer.

Anyone who believes that they have been discriminated, harassed, and/or retaliated against in violation of this policy should report the alleged discrimination, harassment and/or retaliation to the District's Compliance Officer. The District designates the following individual to act as the District's Compliance Officer:

Name:	Amanda Schoenherr, Elementary Principal
Phone #:	(816) 597-3422
Email Address:	<a href="mailto:aschoenherr@kingsville.k12.mo.us">aschoenherr@kingsville.k12.mo.us</a>

In the event the District's 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 alternative Compliance Officer:

Name:	Rachel Wallace, High School Principal
Phone #:	(816) 597-3422



Email Address: [rwallace@kingsville.k12.mo.us](mailto:rwallace@kingsville.k12.mo.us)

All employees, students, and visitors who have witnessed any incident or behavior that could constitute discrimination, harassment, or retaliation under this policy must immediately report such incident or behavior to the District's Compliance Officer for investigation.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

### **Title IX C-131-S**

The District does not discriminate on the basis of sex in the education program or activity that it operates and is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admissions and employment. Inquiries about the application of Title IX to the District may be referred to the Title IX Coordinator or Assistant Secretary for Civil Rights of the Department of Education, or both.

The District designates the following individual to serve as the District's Title IX Coordinator:

Name:	Amanda Schoenherr, Elementary Principal
Address:	101 E. Adriatic Street, Kingsville, MO 64061
Email Address:	<a href="mailto:aschoenherr@kingville.k12.mo.us">aschoenherr@kingville.k12.mo.us</a>
Phone #:	(816) 597-3422

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

All employees, students, and visitors who have witnessed, heard about, or received a report about any incident or behavior that could constitute sexual harassment under this policy must immediately report such incident or behavior to the District's Title IX Coordinator for investigation. If the allegations are against the District's Title IX Coordinator, it must be immediately reported to the Superintendent, unless the Superintendent is also the Title IX Coordinator, then to the President of the Board of Education.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.



## **Public Notice**

The Superintendent or designee will publicize this policy and will disseminate information about this policy to employees, parents/guardians, students, newly-enrolled students, newly-hired employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District.

### **Student Searches S-175-S**

Desks, lockers, and other District property provided for student use are subject to periodic and random inspections without notice. Each student in grades 7-12 is assigned a hallway locker. If a student wishes to lock their locker, they can bring their own lock but must provide a key or combination to the Principal before installation. Gym lockers are shared between students. All students are responsible for the contents of their lockers, regardless of whether individually assigned or shared.

Student property may be searched based upon reasonable suspicion of a violation of school rules or law and an examination facts, credible information, or reasonable inferences based upon the facts and circumstances. Searches will be conducted in the presence of an adult witness.

Students are allowed the privilege of parking on school premises. The District has the authority to monitor vehicles and the parking lots of its campuses. The interior of a student's vehicle may be searched if the administration has reasonable suspicion that the search will reveal evidence that the student has or is violating school rules and/or the law.

Law enforcement will be contacted if a search produces a controlled substance, drug paraphernalia, weapons, stolen goods, or evidence of a crime.

Drug dogs may be utilized by the District. Drug dogs will not come into direct contact with students.

### **Student Alcohol/Drug Abuse S-195-S**

The District takes measures to foster a safe and drug-free learning environment that supports student engagement and development. Therefore, educational programs are provided to help students cultivate healthy lifestyles and age-appropriate drug awareness. All use, sale, transfer, distribution, possession, or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, or counterfeit substances on any District property, vehicles, or at District-sponsored events is strictly prohibited. Suspected or known violations of the District policy should be immediately reported to school authorities. Any incidents that violate this policy are subject to disciplinary action and notification to law enforcement. Any confiscated substances will be turned over to law enforcement.

In cases where it is necessary for a student to take prescription or over-the-counter medications during the school day, the medication must be documented by the nurse's

office in accordance with written label directions and parental permission in compliance with District rules. (See the Handbook's section on Administration of Medication for more information.)

Any drug/alcohol offense may result in one or more of the following:

Administrator/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension or expulsion, restitution if appropriate, loss of privileges including, but not limited to: confiscation of the contraband item, loss of parking privileges, loss of technology privileges, and referral to law enforcement. (See the Handbook's section on Student Discipline for more information.)

The possession or use of medical marijuana at school is prohibited. Students under the influence of medical marijuana may result in discipline. If you have questions or want to discuss the use of medical marijuana, please contact the building principal.

### **Student Alcohol and Drug Testing S-196-S**

As a condition of participating in extracurricular activities and receiving a parking pass to park on school property, middle and high school students and their parents must consent to random drug testing of the students.

This program does not affect other policies and practices of the Kingsville R-I School District in dealing with drugs or alcohol use or possession where reasonable suspicion is obtained by means other than the mandatory and random sampling discussed here.

All students who will participate in extracurricular activities during the school year and who complete and return the consent forms within the deadlines set by the Superintendent or designee will be included in the testing pool and may be selected for testing as soon as the student is officially enrolled in the drug testing program, even if the extracurricular activity has not yet begun. If a student is 18 years of age and living with a parent/guardian, he/she still must have both student and parent/guardian signatures. If the student is 18 years of age and has established a residence on his/her own, the student's signature is all that is required. Students who do not complete and return the consent forms will not be eligible to participate in extracurricular activities nor be allowed to park on school property.

#### ***Consequences***

**First Offense:** The student shall be suspended from participation in all school-sponsored activities and/or student parking privileges on school property for a period of 30 calendar days from when the test results are determined by the test administrator. The student must also submit to a mandatory retest at the end of the suspension, at the expense of the school.

**Second Offense:** The student shall be suspended from participation in all school-sponsored activities and/or student parking privileges on school property for a period of 30 calendar days from when the test results are determined by the test administrator. If a student completes a drug treatment program (one approved by the school District),

fifteen (15) days may be subtracted from the suspension at the discretion of the Superintendent or his or her designee. This may only take place if an approved drug treatment program was completed. The student must also submit to a mandatory retest at the end of the suspension, at the expense of the school.

Third Offense: Following a third confirmed positive test result, the student shall be suspended from participating in all inter-scholastic athletics, extracurricular activities, public performances, and on-campus parking for a minimum period of 365 calendar days.

A student who has initially consented to be tested may refuse to be tested, but if he/she chooses to do so, he/she will immediately be suspended from participating in extracurricular activities and/or the privilege of parking on school property for 365 calendar days. Any student who refuses to re-test after a failed test will be considered to have committed the next offense level.

In order for the student to be reinstated to extracurricular activities and/or park on school property, he/she must take another drug test at the expense of the school District. This test must show negative for drugs in the system. The lab testing facility must be pre-approved by the school District, and the test must include the substances tested for in the school testing program. The student can attend practice sessions, continue to attend team functions and sit with fellow participants during the activities but not participate. After a student tests positive for illegal substances, he/she will be subject to non-random testing at the request of the administration for the remainder of the student's participation in extracurricular activities and/or parking on school property in the designated student areas for the current school year.

### **Weapons in School S-200-S**

The District strictly prohibits unauthorized possession or use of weapons on District property, at District-sponsored activities, either on- or off-campus, and District transportation. Weapons will be confiscated and reported to law enforcement authorities.

Examples of prohibited weapons may include, but are not limited to, blackjack, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, knife, machine gun, knuckles, projectile weapon, rifle, shotgun, spring gun, switchblade or any knife, mace spray, or any other items customarily used, or which can be used, to inflict injury upon another person or property.

By law, a student who brings a weapon prohibited by law on school property will be expelled or suspended from school for not less than one calendar year and referred to law enforcement. The expulsion or suspension may be modified on a case-by-case basis upon the recommendation of the Superintendent to the Board. Other provisions of the discipline code related to the offense may be applied in addition to the consequences required by law. Students with disabilities who violate this policy will be reviewed

under the provisions of the Individuals with Disabilities Act (IDEA) and/or Section 504 of the Rehabilitation Act.

### Instruction

#### **A+ Program S-130-S**

##### *A+ Program Description*

The District is a proud participant of the Missouri A+ Program. As a designated school, the District graduates are eligible for the A+ designation, which qualifies them to receive A+ monies from the state to be used for tuition to any public community college or public vocational technical school in Missouri. Several four-year colleges and universities accept A+ credentials and funding as well. Some private, career/technical schools are also A+ eligible. In addition, more four-year institutions are offering incentives for students who meet the A+ criteria.

##### *A+ Program Requirements*

To participate in the A+ program, a student must meet all requirements. The student must be a U.S. citizen or permanent resident and have attended an A+ designated high school for two (2) consecutive years prior to graduation. The student must graduate with a non-weighted GPA of at least 2.5 on a 4.0 scale and have maintained at least a 95% attendance record in grades 9-12. In addition, the student must have performed 50 hours of unpaid mentoring and/or tutoring at a District school under District supervision coordinated through the A+ office. Up to 25% (12.5 hours) may include job shadowing prior to graduation. Good citizenship and the avoidance of unlawful use of alcohol and drugs is required. A score of proficient or advanced on the Algebra I end of course exam or a higher level DESE approved end-of-course mathematics exam must be achieved. Finally, the student must apply for non-payback scholarships by completing a FAFSA (free application for federal student aid) form.

More information about the A+ program may be accessed through the District website at

<https://sites.google.com/kingsville.k12.mo.us/kingsvillek12schoolcounseling/college-career-information>, the high school counselor, and/or the District A+ Coordinator, Karlie Cederquist, [kcederquist@kingsville.k12.mo.us](mailto:kcederquist@kingsville.k12.mo.us).

#### ***Assessment Program I-195-S***

All students will participate in the required, statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District has a written assessment plan, which is updated and posted annually on the District's website. The assessment plan is as follows:

## Kingsville Elementary Assessments for Parents as Teachers and Kindergarten Screening

<b>Parents as Teachers</b>	
	<b>PAT Health Screenings:</b> Health Questionnaire (completed by parent). Vision/Hearing Screening
	<b>ASQ Developmental Screening:</b> ASQ Developmental Screening screens and assesses the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem-solving, and personal-social skills. It is used to identify children who would benefit from in-depth evaluation for developmental delays. Age range: Birth through 3
	<b>ASQ-Social/Emotional Screening:</b> ASQ-Social/Emotional Screening is a screening tool that identifies infants and young children whose social and emotional development requires further evaluation to determine if referral for intervention services is necessary.
	<b>Developmental Assessment of Young Children   Second Edition (DAYC-2):</b> The Developmental Assessment of Young Children Second Edition (DAYC-2) is a test used to identify children with possible delays in five different domains: Cognition, Communication, Social-Emotional Development, Physical Development, and Adaptive Behavior. Age range: Birth through 5

	<p><b>Developmental Indicators for Assessment of Learning 4:</b> Developmental Indicators for the Assessment of Learning, Fourth Edition (DIALTM-4) is a global screener for assessing large groups of children quickly and efficiently. It provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores are also provided. Age range: 3 to 5</p>
<b>Kindergarten Screening</b>	
	<p><b>Health Screenings:</b> Screen hearing as well as record height and weight</p>
	<p><b>Brigance:</b> Brigance is a screening tool widely used by schools for students in Pre-Kindergarten, Kindergarten, and First Grade. The test is not an IQ test, nor is it a full-scale educational assessment – it is a norm-referenced test that compares each child's results with the performance of other examinees</p>
	<p><b>Developmental Indicators for Assessment of Learning 4:</b> Developmental Indicators for the Assessment of Learning, Fourth Edition (DIALTM-4) is a global screener for assessing large groups of children quickly and efficiently. It provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks</p>

	and standard scores are also provided. Age range: 3 to 5
	<p><b>Heggerty Phonemic Awareness Assessment:</b>  Each assessment provides teachers with an opportunity to identify a students' area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills. The information gathered from the assessments is meant to inform the teacher's instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the "Beginning" range for any skill on any future assessments would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. The Baseline assessment can be used to determine intervention needs, but some students begin school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.</p>
	<p><b>Retained Primitive Reflex Screening:</b>  One-on-one test to determine whether the 5 specified primitive reflexes are retained or integrated into the students. The reflexes are Moro, Spinal Galant, Tonic Labyrinthine, Symmetrical Tonic Neck, Asymmetrical Tonic Neck.</p>



## Special Education Assessments for Grades K-12

<p><b>Cognitive Assessments</b></p>	<p><b>Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)</b> is an intelligence test that measures a child's intellectual ability and 5 cognitive domains that impact performance.</p> <p>Age range: Children aged 6:0–16:11</p>
	<p><b>Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)</b></p> <p>Measures an adult's intellectual ability. Age range: Ages 16:0 - 89:0</p>
	<p><b>Developmental Assessment for Individuals with Severe Disabilities – Third Edition (DASH-3)</b> The DASH-3 is a criterion-referenced measure of specific skill levels in persons of all ages who have severe and/or multiple physical/sensory disabilities, including persons with severe and profound intellectual disability (“mental retardation”) and autism spectrum disorders. The scales are also appropriate for individuals with mild to moderate disabilities; those who have single disabling conditions (e.g., individuals with visual impairment or paraplegia), and children who are functioning chronologically from birth to 6 years of age. The DASH-3 items identify specific behaviors and scoring criteria describe graduated levels of support, it may be used to track progress with targeted skills, so that timely changes may be made to the individual's intervention program (e.g., promoting a greater level of independence with a particular skill, targeting a new skill). Also, the DASH-3 may be re-administered at different times (e.g., at one-year intervals) to track general</p>



	<p>developmental change. For individuals who move often, the DASH-3 may transition with the individual, so that appropriate goals, interventions, and recent performance data continue without having to wait for an assessment to be conducted or intervention priorities to be determined.</p> <p>Age Range: Children Birth to 6:0</p>
<b>Academic/ Achievement Assessments</b>	<p><b>Wechsler Individual Achievement Test, Fourth Edition (WIAT-IV)</b> is an individually administered achievement test for use in a variety of clinical, educational, and research settings.</p> <p>Age range: Individuals 4:0-50:11</p>
	<p><b>Wechsler Adult Intelligence Scale   Fourth Edition (WAIS-IV)</b> is an individually administered measure of cognitive ability for older adolescents and adults.</p> <p>Age range: Individuals 16:0-90:11</p>
	<p><b>Kaufman Test of Educational Achievement (KTEA-3)</b> is an individually administered battery that provides in-depth assessment and evaluation of key academic skills.</p> <p>Age range: Individuals 4:0-25:11</p>
	<p><b>KeyMath-3 Diagnostic Assessment (KEYMATH-3 DA)</b> is an individually administered measure of essential mathematical concepts and skills.</p> <p>Age range: 4:6-21:11; Grades K-12</p>

	<p><b>Test of Written Language-4th Edition (TOWL-4)</b> is a norm-referenced, comprehensive diagnostic test of written expression (Composite scores for Overall Writing, Contrived Writing, and Spontaneous Writing) It is used to (a) identify students who write poorly and, therefore, need special help, (b) determine students' particular strengths and weaknesses in various writing abilities, (c) document students' progress in special writing programs, and (d) measure writing in research.</p> <p>Age range: 9:0 - 17:11 years</p>
	<p><b>Test of Reading Comprehension-4th Edition (TORC-4):</b> The TORC-4 is an innovative approach to testing silent reading comprehension that can be used to (a) identify children and adolescents who score significantly below their peers and who therefore might need help in improving their reading proficiency and comprehension, (b) document student progress in remedial programs, and (c) serve as a research tool in studies investigating reading problems in children and adolescents.</p> <p>Age range: 7:0-17:11 years</p>
<b>Adaptive Assessments</b>	<p><b>Adaptive Behavior Evaluation Scale- 3 (ABES-3:4- 12 SV, HV)</b> provides a measure of those adaptive behaviors which are necessary for success in both an educational and home setting and are not measured by academic skills testing. The ABES-3 meets the need for an adaptive behavior rating scale which relies on direct behavioral observations by educators and parents/guardians in educational and residential settings. The ABES-3 is used as a measure of adaptive skills in the identification of mentally retarded, behaviorally</p>

	<p>disordered, learning disabled; and visually, hearing, or physically impaired students. The ABES-3 assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains.</p> <p>Age range: 4-12 years</p>
	<p><b>The Adaptive Behavior Evaluation Scale-Third Edition (ABES-3)</b> provides a measure of adaptive behaviors necessary for success in the educational and residential settings that are not measured by academic skills testing. The ABES-3 meets the need for an adaptive behavior rating scale which relies on direct behavioral observations by educators and parents/guardians in educational and residential settings. The ABES-3 is used as a measure of adaptive skills in the identification of intellectually disabled, behaviorally disordered, learning disabled; and visually, hearing, or physically impaired students. The ABES-3 assesses 10 areas of adaptive skills grouped under the three adaptive behavior domains defined in the 10th AAMR Definition of Mental Retardation (AAMR, 2002): Conceptual, Social, and Practical Skills.</p> <p>Age range: 13-18 years</p>
	<p><b>Sensory Profile</b> helps you understand a child's sensory processing patterns in everyday situations and profile the sensory system's effect on functional performance for diagnostic and intervention planning.</p> <p>Age range: 3-10 years</p>

<p><b>Auditory Processing Assessment</b></p>	<p><b>Test of Auditory Processing Skills-Third Edition (TAPS-3)</b> This useful battery can help you diagnose auditory processing difficulties, imperceptions of auditory modality, language problems, and/or learning disabilities in both children and teens. The TAPS-3 offers seamless coverage for ages 4 to 18 years. Used by psychologists, speech pathologists, language specialists, learning specialists, diagnosticians, and other testing professionals, it measures what children and teens do with what they hear. The test provides not only an overall score, but three cluster scores as well: Basic Auditory Skills, Auditory Memory, and Auditory Cohesion. Some subtests offer partial credit to more accurately reflect the child's auditory abilities.</p> <p>Age range: 4 to 18 years</p>
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<p><b>Social/Emotional Assessments</b></p>	<p><b>The Behavior Evaluation Scale-Fourth Edition: Long (BES-4:L)</b> provides results that assist school personnel in making decisions about eligibility, placement, and programming for students with behavior problems who have been referred for evaluation. The scale yields relevant behavioral information about students regardless of handicapping conditions, and therefore may be used with students who have learning disabilities, intellectual disability, physical impairments, and other disabilities. The BES-4:L is based on the IDEA definition of emotional disturbance/behavioral disorders which makes it particularly useful in the assessment of students who are suspected of having behavior disorders. The BES-4:L was factor analyzed to create the following factor clusters (subscales): Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression, and Physical Symptoms/Fears.</p> <p>Age range: 4-18 years</p> <p><b>Social-Developmental History Questionnaire</b> is a collection of background information on a student. Information includes critical details related to developmental delays, health and psychological issues, behavior concerns, and family and cultural factors. Information received can be used to identify any special considerations or assessment accommodations and to support or rule out the diagnosis of a disability.</p>
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<b>Transition Assessments</b>	<p><b>Transition Behavior Scale 3rd Edition</b> measures a student's readiness for transition to employment and independent living. The greatest threat to success in employment and independent living is behavior which is inappropriate for those situations. The TBS-3 provides a measure of those behavioral characteristics most predictive of behavior in society in general and employment specifically. The TBS-3 subscales measure a student's behavior in the areas of <i>Work Related</i>, <i>Interpersonal Relations</i>, and <i>Social/Community Expectations</i>.</p> <p>Age range: 12-18 years</p>
<b>Classroom Observation</b>	<p><b>Informal classroom observations</b> utilized in the formal evaluation process to observe how a student is functioning in multiple structured and unstructured environments.</p>
<b>Articulation Assessments</b>	<p><b>Informal articulation screener:</b> Informal screener with pictures and informal questions to target specific phonemes for SLP to listen and determine if errors are present or not. SLP then listens to student's speech during conversation and academic skills to determine if errors are present for formal evaluation process.</p>
	<p><b>Goldman Fristoe Test of Articulation-3rd Edition (GFTA-3):</b> The GFTA-3 is an individually administered instrument used to measure speech sound abilities in the area of articulation in children, adolescents, and young adults ages 2 through 21:11.</p>



	<p><b>Informal Speech Sample utilized in formal evaluation process:</b> A speech sample provides information on a child's connected speech during a communication task. Specific areas addressed include the severity of the speech disorder, the child's intelligibility, whether the child is stimulable on misarticulated sounds and determining specific speech sound errors or the presence of phonological processes.</p>
<b>Fluency Assessment</b>	<p><b>Stuttering Severity Instrument – Fourth Edition:</b> The SSI-4 is a reliable and valid norm-referenced stuttering assessment that can be used for both clinical and research purposes. It measures stuttering severity in both children and adults in the four areas of speech behavior: (1) frequency, (2) duration, (3) physical concomitants, and (4) naturalness of the individual's speech.</p>
<b>Language Assessments</b>	<p><b>Preschool Language Scale-5th Edition (PLS-5):</b> The PLS-5 was designed to assess receptive and expressive language abilities in children aged 0-7;11 in order to determine the presence of a language delay or disorder. The test consists of an auditory comprehension scale and expressive communication scale to evaluate specific areas of strength and weakness.</p>
	<p><b>Developmental Assessment of Young Children-Second Edition (DAYC-2):</b> The DAYC-2 is an individually administered, norm-referenced measure of early childhood development in the following domains: cognition, communication, social-emotional development,</p>

	physical development, and adaptive behavior for children from birth through age 5 years 11 months.
	<p><b>Clinical Evaluation of Language Fundamentals Screener Test-4th Edition:</b> The Clinical Evaluation of Language Fundamentals Screening Test - Fourth Edition (CELF® - 4 Screening) is a quick and accurate screener for students who may be at risk for a language disorder</p>
	<p><b>Clinical Evaluation of Language Fundamentals-5th Edition (CELF-5):</b> The CELF-5 was designed to assess a student's language and communication skills in a variety of contexts, determine the presence of a language disorder, describe the nature of the language disorder, and plan for intervention or treatment.</p>
	<p><b>Test of Language Development - Intermediate-5th Edition (TOLD:I-5):</b> The TOLD-I:5 measures the language abilities of students ages 8-0 to 17-11. It may be used to identify students who are significantly behind peers in oral language proficiency or to assess students' specific strengths and weaknesses in oral language skills.</p>
	<p><b>Test of Language Development:Primary-4th Edition (TOLD:P-4):</b> The TOLD-P:4 is designed specifically to assess children's receptive and expressive spoken language competence relative to semantics, syntax, and phonology.</p>



	<p><b>Language Processing Test-Revised (LPT):</b> The LPT is used to diagnose language processing disorders. The test evaluates the ability to attach increasingly more meaning to information received to then formulate an expressive response. The skills evaluated are discrete and carefully controlled, beginning with simple tasks and progressively increasing the language processing demand placed upon the student. This hierarchical approach ensures evaluation of prerequisite skills for increased processing demand. There are two pretests and six subtests. Each subsequent sub-test builds on the skills previously evaluated. The test items are valid clinical indicators of the ability to attach meaning to language.</p>
	<p><b>Test of Written Language-4th Edition (TOWL-4):</b> The TOWL-4 is a norm-referenced, comprehensive diagnostic test of written expression that may be used to: identify students who write poorly; determine students' particular strengths and weaknesses in various writing abilities; document students' progress in special writing programs; measure writing for research.</p> <p>Age range: 9:0 - 17:11 years</p>
	<p><b><u>Receptive One Word Picture Vocabulary Test-4th Edition (ROWPVT-4):</u></b> The ROWPVT-4 is an individually administered, norm-referenced assessment of how well persons age 2 years 0 months to over 80 years can match a word that is heard (in English) to objects, actions, or concepts presented in full-color pictures (in a multiple-choice format).</p>

	<p><b><u>Expressive One Word Picture Vocabulary Test-4th Edition (EOWPVT-4):</u></b> The EOWPVT-4 is an individually administered, norm-referenced assessment of how well persons age 2 years 0 months to over 80 years can name (in English) the objects, actions, or concepts presented in full-color pictures.</p>
	<p><b><u>Informal Language Sample utilized in formal evaluation process:</u></b> The purpose of an expressive language sample is to reveal how a student is using language during casual, conversational speech. The student's skills in syntax/morphology (word and sentences structures), semantics (vocabulary and word meaning), and pragmatics (use of conversation, social skills) are observed.</p>

### Kingsville Elementary Assessments and Schedule for Kindergarten

	Beginning of Year	End of 1st Quarter	End of 2nd Quarter/Beginning of 3rd Quarter	End of the Year
<b>CAP</b>	X			
<b>DRA3</b>			X	X  (for all students who were below grade level during the first

				administration of the DRA)
<b>Word Analysis</b>	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)
<b>I-Ready</b>	x		x	x
<b>Writing Benchmark</b>		x	x	x
<b>Retained Primitive Reflex Screen</b>	Only students not at the Kindergarten Screening			
<b>Functional Vision Screen</b>			X	
<b>RAN Dyslexia Screener</b>			x (December and January)	x
<b>Shaywitz Dyslexia Screener</b>			(as needed for additional instructional decisions)	(as needed for additional instructional decisions)

### Kingsville Elementary Assessments and Schedule for Grade 1

	<b>Beginning of Year</b>	<b>End of 1st Quarter</b>	<b>End of 2nd Quarter</b>	<b>End of the Year</b>
<b>Concepts about Print (CAP)</b>	X			
<b>DRA3</b>	(new students only)		X  (for all students who were below grade level at the end of the previous year)	X
<b>Word Analysis</b>	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)	(as needed for additional instructional decisions)
<b>I-Ready</b>	x		x	x
<b>Observation Survey Assessment</b>	X  (Reading Recovery possible qualifiers- bottom 20% of the class)		X  (during 3rd quarter (around January)- 20 weeks after Reading Recovery began- the four Reading Recovery students and the bottom 20% of the class)	X  (only that school year's Reading Recovery students)
<b>Writing Benchmark</b>	x	x	x	x

<b>Retained Primitive Reflex Screen</b>	New students only			
<b>Functional Vision Screen</b>	New students only			
<b>Dyslexia Screener</b>	x		x	x
<b>I-Ready Additional Dyslexia Screener</b>	(as needed for additional instructional decisions)		(as needed for additional instructional decisions)	(as needed for additional instructional decisions)

**Kingsville Elementary Assessments and Schedule for Grades 2-6**

	<b>Beginning of Year</b>	<b>End of 1st Quarter</b>	<b>End of 2nd Quarter</b>	<b>End of 3rd Quarter</b>	<b>End of Year</b>
<b>DRA3</b>	(new students only)		X  (for all students who were below grade level at the end of the previous year)		X

<b>Word Analysis</b>	as needed for additional instructional decisions	as needed for additional instructional decisions	as needed for additional instructional decisions	as needed for additional instructional decisions	
<b>I-Ready</b>	x		x		x
<b>Writing Benchmarks</b>	x	x	x	x	x
<b>MAP</b> (3rd-6th)					x
<b>MAP-A</b>  *Qualifying Special Education Students					x
<b>Retained Primitive Reflex Screen</b>	(2 <sup>nd</sup> -3 <sup>rd</sup> )  New students only				
<b>Functional Vision Screen</b>	(2 <sup>nd</sup> -3 <sup>rd</sup> )  New students only				

<b>Dyslexia Screener (2nd- 4th)</b>	x		x		x
<b>Additional Dyslexia Screener (2nd- 3rd)</b>	(as needed for additional instructional decisions)		(as needed for additional instructional decisions)		(as needed for additional instructional decisions)

**Concepts about Print (CAP)-** Concepts About Print (CAP) is a widely used assessment of early literacy in young children. It is designed to help teachers observe young children's growing recognition of the conventions and rules of printed language.

**DRA3-** The Developmental Reading Assessment™, Third Edition (DRA™3 ) Benchmark Assessments allow teachers in grades K–8 to systematically observe, record, and evaluate changes in student reading performance.

**Word Analysis-** The Developmental Reading Assessment™, Third Edition (DRA™3 ) Benchmark Assessments allow teachers in grades K–8 to systematically observe, record, and evaluate changes in student reading performance.

**Observation Survey Assessment-** The Observation Survey Assessment provides a systematic way of capturing early reading and writing behaviors and is the primary assessment tool used in Reading Recovery. All of the tasks were developed in research studies to assess emergent literacy in young children.

**Writing Benchmarks-** Writing benchmarks are periodic assessments that measure student writing skills.

**Grade-Level Assessments (MAP)-** The MAP assessments are required by the state and given to students in grades 3-8 in selected subject areas. Subject areas that are assessed include English Language Arts and Math in grades 3-8. Science is assessed at grades 5 and 8. These assessments are used to measure what students know and are



able to do in relation to skills identified by the Missouri Learning Standards. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of locally developed curriculum. These results are included in building and District Annual Performance Reports produced by the Missouri Department of Elementary and Secondary Education.

**Dynamic Learning Maps (MAP-A)-** The MAP-A test is used for approximately one to two percent of our special education population. It is designed for a specific population of students who have significant cognitive in-abilities which would require an alternate method of assessment. The test is only administered by special education teachers.

**Retained Primitive Reflex Screen-** A set of screeners that monitor for retained primitive reflexes.

**Functional Vision Screen-** A functional vision assessment measures how well a child uses vision to perform routine tasks in different places and with different materials throughout the day.

**Rapid Automatic Naming (RAN) Dyslexia Screener-** During the RAN Dyslexia Screener, students record themselves naming familiar symbols (pictures, letters, and numbers) as quickly as they can without making mistakes. Educators then access the student recordings and the scorecard to score the assessment.

**Shaywitz Dyslexia Screener-** The Shaywitz DyslexiaScreen™ is an efficient, reliable, and user-friendly screening measure for individuals who may be at risk for dyslexia. Dr. Sally Shaywitz, a global leader in dyslexia, created this unique evidence based screening tool. It emphasizes phonological, linguistic, and academic performance based on classroom teacher observations for students K-3 or as a self-rating for adolescents and adults, all in just a few minutes per person—unlike other measures which take up precious instructional time.

## **Kingsville High School Assessments and Schedule for Grades 7-12**

### **State and Required Assessments**

	Beginning of Year	End of 1st Quarter	End of 2nd Quarter	End of 3rd Quarter	End of the Year	Anytime or Optional
<b>MAP</b>					7th and 8th Grade	
<b>MAP-A</b>					7th, 8th, 11th Grade  *Qualifying Special Education Students	
<b>EOC (9th-12th)</b>					Algebra I, Biology, English II, Government	
<b>ACT</b>						Anytime
<b>Pre-ACT</b>						10th Grade
<b>ACT Aspire</b>						3rd-10th Grade
<b>PSAT</b>						11th Grade

<b>ASVAB</b>	11th Grade					
<b>US Constitution</b>	10th Grade					
<b>MO Constitution</b>	10th Grade					
<b>US Citizenship</b>					10th Grade	
<b>CPR Instruction</b>					9 <sup>th</sup> Grade PE	
<b>Mental Health Awareness</b>					10th Grade Health	

**Grade-Level Assessments (MAP)-** The MAP assessments are required by the state and given to students in grades 3-8 in selected subject areas. Subject areas that are assessed include English Language Arts and Math in grades 3-8. Science is assessed at grades 5 and 8. These assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards. Results are also used to determine student performance trends over time and help to make conclusions regarding the effectiveness of locally developed curriculum. These results are included in building and District Annual Performance Reports produced by the Missouri Department of Elementary and Secondary Education.

**MAP-A**— is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria. No student may be tested outside of their assigned grade level. The MAP-A achievement standards are aligned with Missouri's Learning Standards, and students who take the MAP-A Assessment do not participate in Grade-Level or End-of-Course assessments. MAP-A uses the Dynamic Learning Map (DLM®) instructionally embedded assessment model. The MAP-A is administered by educators in three content areas: English language arts in grades 3-8 and 11, Mathematics in grades 3-8 and 11, and Science in grades 5, 8, and 11.

**End-of-course (EOC) Exams**—The state requires End-of-course exams, which are given to students when they successfully complete selected courses. Courses that are assessed include English II, Algebra I, Geometry, Algebra II, Biology, Physical Science, American History, and American Government. The results are used to determine student performance trends over time and help to make conclusions regarding the effectiveness of the local curriculum. These results are included in building and District Annual Performance Reports produced by the Missouri Department of Elementary and Secondary Education.

**ACT** is a battery of four examinations in English, math, reading and science reasoning, each of which yield separate scores measuring developed abilities. The test is required by many colleges as part of the application process for admission. The test is given based on the schedule provided by ACT.

**Pre-ACT** is a practice test for the ACT. It is designed for 10<sup>th</sup> grade students. It gives a predicted ACT score range.

**ACT Aspire** is a longitudinal assessment that is designed for grades 3-10. It measures progress for each grade level. It also gives a predicted ACT score range.

**PSAT** is a practice test for the SAT. The PSAT helps students prepare for the SAT, college and careers. Students who take the PSAT/NMSQT in 11<sup>th</sup> grade can compete for recognition and scholarships through the National Merit Scholarship Program. The test is given on a selected date by the College Board.

**ASVAB** measures students' strengths and potential for future success. It also provides career information for various civilian and military occupations and is an indicator for success in future endeavors including college, vocational school or a military career.

**US Constitution** The United States Constitution test is a comprehensive exam related to the federal government, seated in Washington, D.C. Students take this exam during the Government course and must be passed with a 75% or higher before graduation.

**MO Constitution** The Missouri Constitution test is a comprehensive exam related to Missouri's state government, seated in Jefferson City, MO. Students take this exam during the Government course and must be passed with a 75% or higher before graduation.

**US Citizenship** The test will consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services and will be given during the Government course. A passing score is considered 60% or higher and must be completed before graduation.

**CPR Instruction** CPR Instruction (Section 170.310, RSMo): Graduates from any public district or charter school must have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. As required by law, instruction shall be included in the districts or charter school's existing health or physical education curriculum. Instruction shall be based on a program established by the American Heart Association or the American Red Cross or through a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines.

**Mental Health Awareness Training** Section 170.307, RSMo requires LEAs to provide mental health awareness training in Missouri schools. This training must be provided as part of the district health and/or physical education curriculum. Students graduating in the 2022-23 school year, and each year after must receive a minimum of two hours of mental health awareness training that aligns with DESE's Social-Emotional Learning Standards and the requirements of 5 CSR 20-200.275 Mental Health Awareness Training. Mental health awareness training must include the following domains: Defining Mental Health, Identifying Strategies for Achieving and Maintaining Sound Mental Wellness, Decreasing the Stigma of Mental Health Concerns, Recognizing How to Connect to Services When Needed



## District Assessments K-12

	Beginning of Year	End of 1st Quarter	End of 2nd Quarter	End of 3rd Quarter	End of the Year
<b>I-Ready</b>	x		x		x

**I-Ready-** The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give your student a score or grade but instead to determine how best to support your student's learning.

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### **Reading Success Plan (RSP) Policy**

Missouri Statute Section 167.645, RSMo (SB 681) requires Missouri school districts to conduct a foundational reading assessment as well as dyslexia screener a minimum of two times per academic year. The Missouri Department of Elementary and Secondary Education (DESE) has approved I-Ready as a Missouri Foundational Reading Assessment and dyslexia screening tool.

Missouri's Foundational Reading Assessment (I-Ready) aids in the identification of students who may have some reading difficulties. Students are assessed in five pillar areas (as identified by DESE): phonemic awareness, phonics, fluency, vocabulary, and comprehension. The results of the assessment help to identify students who are in need of a Reading Success Plan (RSP).

If Students are identified as at risk or having substantial reading deficits, a Reading Success Plan will be created. The plan identifies the area of need, at least one goal, and the selected intervention method. Once the RSP is created, teachers and the reading interventionist can provide instructional support targeting specific student needs.

Students will be monitored on their goals in six week cycles. During this time, students will be progress monitored a minimum of three times. At the conclusion of a cycle, the teacher and reading interventionist will meet to determine the next steps for each student in relation to their RSP.

#### **Steps**

1. All students will take the I-Ready Assessment within the first 30 days of school - including diagnostic and literacy tasks.
2. Using the guidelines set forth by DESE and the cutoff scores provided by I-Ready, it will be determined which students need an RSP.
3. By mid October, families are notified if their child will or will not be receiving a Reading Success Plan. These will be sent home with students.
4. If a student is receiving a Reading Success plan, families will receive a copy at parent teacher conferences at the end of October.
5. Students with a Reading Success Plan will receive targeted interventions in the areas of greatest need. Progress will be monitored and reported to parents throughout the school year.

\* The goals will be reassessed every six weeks.

\*\* The universal screener and diagnostic assessments will be given at the beginning of the year, mid-year, and at the end of the year.



## **Reassessment**

If a student does not perform well on the assessment, they may not be reassessed. The initial assessment score is what is reported to DESE by the platform

## **Qualifications**

- Any student flagged for dyslexia or diagnosed with dyslexia must be on an RSP (The school cannot diagnose dyslexia)
- Students on Individual Education Plans (IEPs) are not exempt from RSPs
- Kindergarten - Students require an RSP if identified as At Risk in either of the following:
  - Phonemic awareness
  - At risk for dyslexia or has a formal diagnosis of dyslexia
- Grade 1 - Students require an RSP if identified as At Risk in any of the following:
  - Phonemic awareness
  - At risk for dyslexia or has a formal diagnosis of dyslexia
  - One year or more below grade level Lexile score
- Grade 2 and 3 - Students require an RSP if identified as At Risk in any of the following:
  - Phonemic awareness or phonics
  - At least two of the following essential skills: fluency, vocabulary, or comprehension
  - At risk for dyslexia or has a formal diagnosis of dyslexia
  - One year or more below grade level Lexile score
- Grade 4 and 5 - Students require an RSP if identified as At Risk in any of the following:
  - Any of the essential skills areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension)
  - At risk for dyslexia or has a formal diagnosis of dyslexia
  - One year or more below grade level Lexile score

### RSP Requirements by Grade Level and Essential Reading Skill

An RSP is required for every student identified as at risk for dyslexia or has a formal diagnosis of dyslexia. All risk levels are determined by the vendor's cut scores.							
Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	Identified as at risk in either of these two essential skills		Identified as at risk in any two of these three essential skills				
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year below grade level	RSP Required

### Exiting

- Exit policies follow Missouri state guidelines
- A student must meet their goal two consecutive times during progress monitoring to be removed from a goal.
- Goals will be adjusted every six weeks until the student has met all literacy guidelines as set forth by the state of Missouri
  - The RSP can remain with a student through 12th grade.
  - New RSPs can not be initiated after fifth grade at this time.

**Board Approved: October 10, 2024**

## **Gifted Program- Screening and Identification Procedures**

The following procedures are to be followed when considering a student for placement in the Kingsville R-1 Gifted Program. The placement process is twofold, including a screening phase and an identification phase.

### Screening:

- Parents, classroom teachers, or another school official can refer a student for placement in the gifted program. Referral can occur at any time during the school year.
- Teachers in the gifted program will annually screen I-Ready test scores for students who may be eligible for placement.
- A screening meeting consisting of a gifted teacher, Director of Special Education or administrator, and grade-level classroom teacher(s) will take place for each student that is referred.
- The following criteria must be met by a student for further evaluation for the gifted program:
  - 90<sup>th</sup> percentile or above in both reading and math on I-Ready
  - Consensus of committee that student should be evaluated further

### Identification:

- Students must meet the following criteria for placement into the Kingsville R-1 Gifted Program:
  - Full-Scale IQ Score of 125 or higher on one of the following: WISC-V, Leiter, Stanford-Binet, or Toni III (other populations 120)
  - Team recommendation of need

### Placement:

Once all evaluation instruments have been completed, the screening and identification committee will meet again to evaluate results and determine if student is eligible for placement.

Student must meet 2 out of 3 of the Evaluation Instruments for identification and placement into the program.

The 3 Evaluation Instruments are:

- I-Ready scores
- Full-scale IQ score
- Team recommendation of need.

The Kingsville R-1 School Board will annually review the Screening and Identification procedures to ensure that these procedures continue to meet the needs of the Kingsville R-1 School and its students.

### ***Teaching About Human Sexuality I-120-S***

Students will be provided instruction regarding human sexuality that is appropriate for students' age and gender. Students in 6th grade through 12th grade will be provided training regarding sexual abuse that is trauma-informed and developmentally appropriate. District Policy provides information about the requirements related to content. Parents/guardians have the right to remove their student from any part of human sexuality instruction or sexual abuse training. All curriculum materials used in the District's human sexuality instruction and sexual abuse training are available for review prior to its use in instruction. This information is taught in Health class, which is for students in the 10<sup>th</sup> grade.

### ***Teaching About Computer Science I-123-S***

For students electing to use a computer science course for a math unit, please be aware some institutions of higher education may require four units of academic credit in math for college admission. If a student chooses to take a computer science course to fulfill a unit of academic credit in math, the parent/guardian who signs the Acknowledgement Form for this Student Parent Handbook acknowledges taking a computer science course to fulfill a unit of academic credit in math may have an adverse effect on college admission decisions for their student.

### ***Graduation Requirements I-190-S***

All students who have successfully completed the graduation requirements for a senior high diploma and are in good standing may participate in graduation exercises. In good standing is interpreted to mean: the student has paid fees, fines, dues, and all financial obligations and has fulfilled all disciplinary obligations as assigned by any high school staff member. A student who is not in good standing will not participate in graduation exercises.

Students are required to earn a total of 26 credits.

<b><i>Courses</i></b>	<b><i>Credits</i></b>	<b><i>Courses</i></b>	<b><i>Credits</i></b>
Language Arts	4	Social Studies	3
Math	3	Science	3
Fine Arts	1	Practical Arts	1
Physical Education	1	Health	0.5
Personal Finance	0.5	Electives	9

### ***Students Eligible for Services under the IDEA***

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) who will have completed four years of high school at the end of a school year may participate in the graduation ceremony and all related activities of the student's graduating class if:

1. The student's Individualized Education Program (IEP) prescribes special education, transition planning, transition services or related services beyond the student's four years of high school, and

2. The student's IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate.

The student and the student's parent/guardian will be provided written notice of this policy at the annual IEP meeting prior to or during the student's fourth year of high school.

### **High Demand Occupations**

Below is information on areas of critical workforce needs and shortages in the labor markets in this state.

For a direct link to the Department of Elementary and Secondary Education's page on Critical Need/Shortage Occupations is available [here](#).

For a direct link to the fiscal year 2025 High Demand Occupations list, please click [here](#).

### **Section 504 I-125-S**

The District is required to undertake measures to identify and locate every qualified disabled person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parent or guardians of the District's duty.

The District will provide 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, the provision of an appropriate education is the provision of regular or special and related aids and services that are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and are based on adherence to procedures that satisfy the requirements of the Section 504 federal regulations.

The District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed Monday – Thursday (8:00 a.m. – 3:00 p.m.) in the office of the District's 504 Coordinator, Jessica Brown, 101 E. Adriatic Street, Kingsville, MO 64061 (816)-597-3422, [jbrown1@kingsville.k12.mo.us](mailto:jbrown1@kingsville.k12.mo.us)

Alternative times are available by request.

This notice will be provided in native languages as appropriate.

### **Special Education I-125-S**

The District is required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the District, 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 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 District assures that it will provide information and referral services necessary to assist the State of Missouri in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The District assures that personally identifiable information collected, used, or maintained by the District 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 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 Monday – Thursday (8:00 am – 3:30 pm) in the office of the District Special Education Director, Jessica Brown, 101 E Adriatic Street, Kingsville, MO 64061, (816) 597-3422, [jbrown1@kingsville.k12.mo.us](mailto:jbrown1@kingsville.k12.mo.us). Alternative times are available by request.

This notice will be provided in native languages as appropriate.

### **Virtual/Online Courses I-160-S**

The District offers online classes for students for acceleration, credit recovery, and options for students who need flexible schedules. The courses are taught by Missouri teachers, are aligned with the Missouri State Learning Standards, and follow the same semester calendar as face-to-face classes. The requirements for the enrollment and approval process are outlined in District Policy. Students whose educational interests are best served through on-line options may take up to six credits per semester.

For more information regarding online courses, consult the secondary course catalog and/or speak with your school counselor. Additional information about resources and processes may be accessed on the District's website and District Policy.

## **Technology F-265-S**

### ***Policy on Student Display or Use of Electronic Personal Communications Devices***

For purposes of this policy, an "electronic personal communications device" means a portable device used to initiate, receive, store, or view communication, information, images, or data electronically.

This includes, but is not limited to, mobile phones, personal tablets, smartwatches, personal laptops, handheld gaming devices, meta/AI glasses, and earbuds/headphones connected to these devices.

### **Prohibited Display or Use**

Students are prohibited from displaying or using electronic personal communications devices from the beginning of the school day until the end of the school day.

### **Disciplinary Procedures**

Violations of this policy shall result in disciplinary measures consistent with the District's student code of conduct.

### **Exceptions**

Display or use of an electronic personal communications device shall be permitted if required under:

- An Individualized Education Program (IEP)
- A Section 504 Plan
- An Individualized Emergency Health Care Plan or Individualized Health Care Plan (under §167.625 RSMo)
- The Americans with Disabilities Act (ADA), as amended
- The Rehabilitation Act of 1973, as amended
- The Civil Rights Act of 1964
- The Equal Educational Opportunities Act of 1974 for English language learners

Use of electronic devices are also allowed under the following conditions:

- In case of an emergency, a serious, unexpected, and dangerous situation that requires immediate action. This includes, but not limited to the following: an active fire, active tornado or earthquake, active shooter, evacuation of school



grounds, a medical emergency, or any other serious, unexpected, and dangerous situation that requires immediate action.

Violations of this policy shall result in disciplinary measures consistent with the District's student code of conduct.

Due to the quickly evolving nature of developments in electronics, Kingsville R-1 School reserves the right to update this policy as needed throughout the school year. Changes in this policy will be posted on the school website and communicated to students.

### *E-Readers*

Readers or devices with E-Reader capabilities (not cell phones) used solely for the purpose of reading will be allowed fourth through twelfth grade at the discretion of the classroom teachers. Teachers may allow use of these devices for reading, calendar, and calculator features as directed by the teacher. Gaming apps are prohibited unless directed by the teacher for educational purposes. Students found in violation of this policy will lose their privilege of using an E-Reader device at school. The item will be confiscated and the parent/guardian will need to pick the item up within 30 days. The District is not responsible for lost, broken, or stolen devices.

Due to the quickly evolving nature of developments in electronics, Kingsville R-1 School reserves the right to update this policy as needed throughout the school year. Changes in this policy will be posted on the school website and communicated to students.

### *Technology Devices and Acceptable Use Policy*

The District maintains an environment that promotes ethical and responsible conduct in all online network activities by employees and students. All authorized users are expected to acknowledge and comply with the rules and policies of technology usage and the District network.

### *Acceptable Use*

All use of District devices and Internet usage must support educational purposes consistent with the District mission. Network accounts must be accessed only by the authorized user of the assigned account without an expectation of privacy from the District. Employee and student subscriptions to mailing lists and bulletin boards require prior approval by the system administrator. All online activity will be respectful and align with the code of conduct, discipline, and other related policies of the District. All technology of students will be monitored in compliance with the Children's Internet Protection Act (CIPA).

### *Unacceptable Use*

Any use of the network for commercial, for-profit, political purposes or advertisement is prohibited. Excessive use of the network for personal business may be cause for disciplinary action. No use of the network may be used to disrupt the use of the network by others or to destroy, modify, or abuse the system in any manner. District resources

may not be used to download software or other files unrelated to its mission. Use of the network to access or process pornographic, dangerous, or inappropriate files as determined by the administrator is prohibited. The network may not be used to download, duplicate, or distribute copyrighted materials. The network shall not be used for any unlawful purposes. Use of profanity, harassing, or other offensive or discriminatory language is prohibited.

### *User Agreements*

Parents and, when age-appropriate, students are required to review and sign User Agreements in order to access District technology. (See User Agreement form in this handbook.)

## **One2One Insurance for Chromebook Damage**

The purpose of this policy is to outline the procedures and responsibilities related to the One2One insurance program for Chromebooks provided by the district. This program is designed to minimize out-of-pocket expenses for families in the event of Chromebook damage.

The district highly recommends that families purchase One2One insurance to cover potential damage to Chromebooks. This insurance significantly reduces the out-of-pocket cost for repairs or replacement. The costs associated with damage can be substantial, and having insurance ensures that families are only responsible for a minimal deductible.

### **Families have two options regarding Chromebook insurance:**

1. Purchase the Damage Waiver Insurance
  - Cost \$25.00, or \$12.50 if the student is enrolled in the free/reduced lunch program
  - Will be subject to the program's annual deductible schedule:  
1st incident - \$0.00  
2nd incident - \$25.00  
3rd incident - \$50.00  
Lost or Stolen - \$100.00
2. Decline the Damage Waiver Insurance
  - Families who choose not to purchase insurance will be responsible for the full cost of any repairs or replacement:
    - Screen Replacement: \$65.00
    - Charger Replacement: \$30.00
    - Full Replacement: \$325.00

## **Procedure for Handling Damages**

### **1. Reporting Damage:**

- Students must report any damage to their Chromebook to the district's technology director within 24 hours of the incident.

### **2. Assessment and Cost Estimate:**

- The technology director will assess the damage and provide an estimate for the repair or replacement cost based on the insurance status of the student.

### **3. Payment and Chromebook Replacement:**

- **For students with insurance:**
  - The technology director will file the claim with One2One.
  - You will receive an email directly from One2One Risk Solutions with information about your claim and instructions on how to process/pay for the claim.
  - Once the deductible is paid, a replacement or repaired Chromebook will be issued to the student.
- **For students without insurance:**
  - The family will be billed for the full cost of repair or replacement. You will receive an invoice directly from the district and instructions on how to pay.
  - The student will **not** receive a replacement Chromebook until the full payment is made.

### **4. Financial Hardship:**

- Families experiencing financial hardship are encouraged to contact the school administration to discuss possible payment plans or other assistance.

### **Important Notes**

- Insurance Purchase Window: Families must opt into the insurance program at the start of the school year or when the Chromebook is issued. The option to purchase insurance will not be available after this initial window.
- Insurance Renewal: Insurance coverage must be renewed annually.
- Non-Transferable: Insurance is tied to the individual student and their assigned Chromebook and is not transferable.

By purchasing One2One insurance, families can protect themselves from significant out-of-pocket expenses associated with Chromebook damage. The district strongly encourages all families to take advantage of this program to ensure that their child's learning is not disrupted due to damage to their Chromebook.

For any questions or further assistance, please contact the district Technology Director, Angie Nichols.

### *Safety and Cybersecurity*

The District monitors the online activities of students and operates a technology protection measure ("filtering/blocking device") on the network and/or all computers with Internet access, as required by law. The filtering/blocking device will attempt to

protect against access to visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filters/blocking devices are not foolproof, and the District cannot guarantee that users will never be able to access offensive materials using District equipment. Evading or disabling, or attempting to evade or disable, a filtering/blocking device installed by the District is prohibited.

### *Building Information*

#### **Building Hours**

Supervision is provided from 7:30 a.m. to 3:15 p.m. only. School staff will not supervise students who arrive early or who return to school after dismissal. The building doors will be unlocked from 7:30 a.m. until 8:00 a.m. unless there is an approved activity. Doors will be opened one hour before evening activities. Students should not return to school after school has been dismissed unless there is an approved activity or the student has written permission from their parent/guardian.

#### **Elementary Schedule**

##### *Elementary Regular Schedule*

Building Opens	7:30 a.m.
Classes Start	7:50 a.m.
Dismissal Monday-Friday	3:15 p.m.

##### *Elementary Early Dismissal Schedule*

Building Opens	7:30 a.m.
Classes Start	7:50 a.m.
Lunch	11:00 a.m.
Dismissal	1:15 p.m.

##### *Elementary 2 hour Late Start Bell Schedule*

\*\*no breakfast will be served on late start days

Building Opens	9:30 a.m.
Classes Start	10:00 a.m.
Dismissal	3:15 p.m.

## Secondary Schedule

### ***Secondary Regular Bell Schedule***

Building Opens	7:30 a.m.
Warning Bell	7:47 a.m.
First Period	7:50 a.m. – 8:45 a.m.
Second Period	8:48 a.m. – 9:40 a.m.
Third Period	9:43 a.m. – 10:35 a.m.
PRIME	10:38 a.m. – 11:08 a.m.
Fourth Period	11:11 a.m. – 12:03 p.m.
Fifth Period	12:06 p.m. – 1:23 p.m.
“A” Lunch	12:06 p.m. – 12:28 p.m.
“B” Lunch	1:01 p.m. – 1:23 p.m.
Sixth Period	1:26 p.m. – 2:18 p.m.
Seventh Period	2:21 p.m. – 3:15 p.m.

### ***Secondary Early Dismissal Schedule***

Building Opens	7:30 a.m.
Warning Bell	7:47 a.m.
First Period	7:50 a.m. – 8:25 a.m.
Second Period	8:28 a.m. – 9:03 a.m.
Third Period	9:06 a.m. – 9:41 a.m.
PRIME	9:44 a.m. – 10:14 a.m.
Fourth Period	10:17 a.m. – 10:52 a.m.
Fifth Period	10:55 a.m. – 11:30 a.m.
Sixth Period	11:33 a.m. – 12:08 p.m.
Lunch	12:11 p.m. – 12:36 p.m.
Seventh Period	12:39 p.m. – 1:15 p.m.

**Secondary 2 hour Late Start Bell Schedule** - no breakfast will be served on late start days

Building Opens	9:30 a.m.
Warning Bell	9:57 a.m.
First Period	10:00 a.m. – 10:35 a.m.
Second Period	10:38 a.m. – 11:13 a.m.
Third Period	11:16 a.m. – 11:51 a.m.
PRIME	11:54 a.m. – 12:15 p.m.
Lunch	12:18 p.m. – 12:43 p.m.
Fourth Period	12:46 p.m. – 1:21 p.m.
Fifth Period	1:24 p.m. – 1:59 p.m.
Sixth Period	2:02 p.m. – 2:37 p.m.
Seventh Period	2:40 p.m. – 3:15 p.m.

### **Grading and Reporting System**

#### **Elementary Objective-Based Grade Card**

Kindergarten, first and second grade students use objective based grade cards. The objectives are the standards set by the state of Missouri. These are the minimum requirements for completing and succeeding in each grade level. An objective based grade card gives parents and teachers a detailed list of the skills in which your child may need to practice in order to prepare them for the next grade level and allows us to praise students for skills in which they excel.

<b>Kindergarten, 1st Grade, and 2nd Grade- Grade Card explanation</b>	
<b>Mark</b>	<b>Explanation</b>
<b>Exceeds (E) - 90%-100%</b>	<b>Consistently exceeds expectations in work completion, preparation, and in participation, and actively contributes above and beyond to the learning experience of their peers.</b>
<b>Meets (M) - 80%-89%</b>	<b>Consistently meets expectation: completes work on time, prepared to learn, participates regularly.</b>
<b>Approaching (A) - 70%- 79%</b>	<b>Inconsistently meets expectations; occasionally completes work on time, not always prepared to learn, participates irregularly, and rarely works well with others.</b>

<b>Below (B) 0%-69%</b>	<b>Does not meet expectations: work is habitually late, not prepared to learn, does not participate, and does not work well with others.</b>
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### Elementary Classwork and Homework

It is the student's responsibility to complete all coursework. Failure to complete assignments could necessitate the child missing recess or spending time after school in detention. Failure to complete assignments will result in loss of credit for that assignment and will affect the grade of the student. Starting in 5<sup>th</sup> grade, assignments that are between two and four weeks late will only be credited for half of the earned points. Late assignments will only be accepted during the quarter it was assigned.

### Elementary Grade Cards

Grade cards are issued every nine weeks. The report cards are sent home through email or with students. <b>3rd, 4th, 5th, 6th Grade- Grade Card explanation</b>		
<b>A+ (97%-100%) A (93%-96%) A- (90%-92%)</b>	<b>A</b>	<b>Understands well. Work is neat and complete. Excellent.</b>
<b>B+ (87%-89%) B (83%-86%) B- (80%-82%)</b>	<b>B</b>	<b>Mostly understands. Work is mostly neat and complete. Very good.</b>
<b>C+ (77%-79%) C (73%-76%) C- (70%-72%)</b>	<b>C</b>	<b>Understands some. Work is not all complete and neat. Needs more effort. Average.</b>
<b>D+ (67%-69%) D (63%-66%) D- (60%-62%)</b>	<b>D</b>	<b>Understands little. Work is not complete. Needs great effort. Below average.</b>
<b>F (0)</b>	<b>F</b>	<b>Does not understand. Student needs help and intervention. Fail.</b>

### Elementary Retention Considerations

If a student in grades K-6 is to be considered for retention for the next school year these steps will be followed (pending extenuating circumstances):

- At parent-teacher conferences the homeroom teacher will express concerns about the student's progress and current level of performance. The homeroom teacher will also notify administration at this time.
- The homeroom teacher will serve as the point of contact for progress updates, collecting assessment data and work samples, collaborating with relevant personnel, and communications thereof.



- During the month of January the parent will be notified of progress and current level of performance. If retention is still being considered at this time a follow-up meeting will be scheduled for the month of April, and progress goals will be set.
- If retention is still being considered during the month of April an in-person meeting will be held to review current level of performance, assessment data, goal progress, and to present recommendations for the upcoming school year to parent/guardian. If retention is being recommended a form will be presented to parent/guardian to be signed for agreement or for disagreement of the recommendation.

**High School Grade Cards** Teachers are responsible for establishing the remaining components of their grading systems, including how assignments, assessments, classwork, and participation are weighted. Grading policies must be clearly communicated to students and families at the beginning of each course.

First and third quarter grades serve as progress reports and are not considered official. Only semester grades are official and recorded on the student's permanent academic record. Grade Point Average (GPA) and class rank are calculated based on these semester grades.

For any questions about grading procedures, students and families should contact the course teacher directly.

Quarter and semester grades are determined using weighted averages.

Letter Grade	%	Weighted GPA	Unweighted GPA	Notes	Passing
A	95-100	5	4	Excellent	Yes
A-	94-90	4.7	3.7	Excellent	Yes
B+	87-89	4.3	3.3	Very Good	Yes
B	83-86	4	3	Very Good	Yes
B-	80-82	3.7	2.7	Very Good	Yes
C+	77-79	3.3	2.3	Average	Yes
C	73-76	3	2	Average	Yes
C-	70-72	2.7	1.7	Average	Yes

D+	67-69	2.3	1.3	Below Average	Yes
D	63-66	2	1	Below Average	Yes
D-	60-62	1.7	0.7	Below Average	Yes
F	59-0	0	0	Failure	No

## Final Exams

Every student in grades seven through twelve will take a final exam in applicable courses. Final exams will be administered in most subjects during the last two days of the semester. However, some courses—particularly quarter-long or project-based classes—may not require a traditional final exam. In such cases, the course syllabus or teacher communication will clarify the final assessment method.

Students may only make up a final exam with prior approval from administration.

For weighted courses only, the semester final exam will count as 10% of the student's overall semester grade.

End-of-Course (EOC) exams *may* count as 10% of the student's final grade. This determination will be made annually and communicated to students and families prior to the testing window.

## Weighted Classes

A grade weighting system will be implemented for the computation of honor roll and class rank. Weighted classes will count as an additional 1 point in computation of cumulative and semester grade point averages. The following classes will be weighted; however, others may be weighted based on administrator approval:

Any Dual Credit Class	Pre-Calculus	AP Classes
Algebra II	Trigonometry	Chemistry
College Algebra	Advanced Foreign Language	Summit Technology

## Secondary Honor Roll

Students in 7th grade and up with high academic achievement will be rewarded with placement of their names on one of two honor rolls. Grade point averages are figured on a 4.0 system. The honor rolls and qualifications are as follows:

1. *“B” Honor Roll*: Students receiving a grade point average from a 3.0 and a 3.699 on a 4.0 scale excluding F’s.
2. *“A” Honor Roll*: Students receiving a grade point average from a 3.7 and a 4.0 on a 4.0 scale.

### **Secondary Classwork and Homework**

It is the student's responsibility to complete all coursework. Failure to complete assignments will result in loss of credit for that assignment and will affect the grade of the student. Assignments will only be received for half credit up to two weeks from the assignment due date. No credit will be given after the two weeks. Late assignments will only be accepted during the quarter it was assigned.

### **Academic Support and Promotion for 7th and 8th Grade Students**

To ensure students are prepared for high school success, 7th and 8th grade students are expected to earn at least a 60% in each of their core classes: **Language Arts, Social Studies, Math, and Science**.

If a student's grade in any of these core classes falls below 60%, mandatory academic support will be implemented. These supports may include:

- Tutoring during PRIME time
- Before- or after-school tutoring

Students who do not participate in these required supports or who fail to raise their grade to 60% through the interventions provided will be required to attend mandatory summer school.

If a student does not successfully complete summer school—or does not attend—it will result in retention for the following academic year.

This policy is designed to ensure that all students are academically ready for the next grade level and have the foundational knowledge necessary to succeed. We are committed to partnering with students and families to provide early support and clear communication throughout the school year. Our goal is to work together to help every student thrive.

### **Dual Credit**

High School students have the opportunity to take certain classes for both high school and college credit. Students wishing to take dual credit classes should speak with the counselor to review their options.

Any student who would like to take dual credit classes through UCM must meet the following requirements:

9th grade - 28 on ACT

10th grade - 20 on ACT or 3.6 GPA average AND letter from principal and counselor

11th grade - 3.0 GPA or ACT score pending class selection, or letter from principal and counselor

12th grade - 3.0 GPA or ACT score pending class selection, or letter from principal and counselor

**Students should understand that this is a college-level course, and they will be fully responsible for turning in assignments on time, communicating with the UCM instructor, and maintaining a passing grade.**

\*Other important information:

**Admission/Enrollment:** Students choosing to enroll in dual credit for the first time must apply online at <https://ucmo.dualenroll.com/login>. Students who have previously enrolled in dual credit courses do not need to create a new account but will need to log into their previous account to enroll in the course of their choice.

**Online Courses:** Students will report to a designated location at the time of their online course. These courses typically have weekly deadlines that the teacher sets, and students must submit all assignments by that date. Students should log in to their Blackboard account to view assignments and grades earned.

**Textbooks:** Students are responsible for purchasing any textbooks required for the course. Mrs. Cederquist will provide you with a list of required textbooks, but it is highly recommended that you check your UCM course syllabus before purchasing.

1. Tuition is about \$99.00 per credit hour, so one three-hour course will cost about \$297.00 (this price changes slightly each year).
2. Payments can be made online through the student's MyCentral account (Students Services)
3. Grades will be posted on the student's Blackboard account. Kingsville High School will only receive a semester grade. Thus, TeacherEase will not reflect a current grade.
4. Students will receive a high school grade/credit as well as a college grade/credit.
5. There will be a scholarship opportunity available for each semester. Two letters of recommendation, one from the principal or counselor, are required.

### **Kingsville Academic Letter**

The purpose of the Kingsville Academic Letter is to reward those students who have displayed academic excellence. To earn an academic letter at Kingsville the following guidelines will be applied:

1. *Academic Year:* The Academic letter will coincide with the school year – two semesters starting with the fall semester. Seniors that graduate at semester will

have as their academic letter year that one semester as that will be their school year; therefore, they will be eligible to letter during their senior year.

2. *Grade Requirements:* Students must maintain a minimum cumulative GPA of 3.5 on a 4.0 scale with no grade below an A- (weighted grades may not be below a B-) during any grading period (quarter or semester) for the eligible year. Students transferring into the Kingsville School District during the first semester and having semester grades given by the Kingsville system will be considered eligible should they meet the minimum GPA.

### ***Missouri State High School Activities Association (MSHSAA) Activities***

The District complies with all MSHSAA guidelines. Parents are responsible for reading the MSHSAA Handbook with their students and familiarizing themselves with the requirements. The most up-to-date version of the MSHSAA handbook is located at <https://www.mshsaa.org>.

### ***Extra-curricular Activities and Clubs I-210-S***

Extracurricular activities sponsored by the District are part of the educational experience and opportunities for students. Clubs, sports, and other groups seek a diverse range of students and provide fair access under the law. Students are encouraged to identify activities matched to their interests and ability levels and participate in those activities. Participation in extracurricular activities is voluntary and a privilege. Therefore, students must meet certain academic standards, demonstrate acceptable citizenship and behavior, and maintain appropriate attendance in order to be eligible to participate. Unless special arrangements have been made with the principal, a student is required to attend school on the day of an activity in order to participate. All extracurricular activities are supervised by District employees and the expected code of conduct for students remains the same as during the standard school day. Additional guidelines for specific groups, including activities sanctioned by the Missouri State High School Activities Association (MSHSAA), may be outlined at the beginning of the year and/or season. Competitive, interscholastic activities may have evaluation procedures that eliminate some students from participation. When students are not selected for participation, communication will occur in a personal and respectful way.

### ***Extra-Curricular and Co-Curricular Guidelines***

#### ***Co-Curricular Guidelines***

Co-curricular activities are defined as activities that are a part of the course curriculum. These activities may require students to participate in events outside of the school day where no other schools are participating or competing. These activities are typically required as a part of the student's grade. Co-Curricular activities must be predefined by administration. Examples of co-curricular activities include local music concerts. Students may participate in pre-approved co-curricular activities even if they are academically ineligible to participate in extracurricular activities.

### Extra-Curricular Guidelines

Extra-curricular activities are defined as activities that are sponsored by the school but are not a direct part of course curriculum. All students participating in organizations governed by the Missouri State High School Activities Association (athletics, speech, drama, cheerleading, and instrumental and vocal music) must meet the following scholastic guidelines to be eligible to participate:

1. Students must be passing all classes. Any time a student receives an “F” in any class at mid-quarter, he/she will be placed on academic probation for a minimum of two weeks. While on probation, the student can continue to practice but cannot participate in any activity until the grade is no longer an “F”. The teacher of the class will be the one who will then notify the principal (*minimum of two weeks*).
2. If a student receives an “F” for the quarter or semester, that student will be placed on academic probation until the mid-quarter (4 1/2 weeks). The student will be able to practice but not compete until all grades are passing.
3. Second semester grades will determine a student’s eligibility for the succeeding year by the same process as mentioned above.
4. Students who are not in attendance during the school day will not be eligible to participate or attend any activity that same day or evening without prior permission from the principal. The same rule applies for weekend/break activity when a student has missed the last day of school prior to the activity. Also, any time there is an activity during the school day, students not participating or who are not eligible will not be able to attend this activity until the school day has ended. The only exception to this policy is if prior approval has been granted by the school administration. *Note: Any student being graded on an activity missed because of this policy will have an opportunity to make up the points missed by an alternate method.*
5. Students who miss the activity school bus due to disciplinary reasons will not be allowed to participate in the activity.
6. A student must be in school all day the day of an interscholastic activity in order to participate and/or compete. Students who are tardy to school with an unexcused absence will be given a tardy for school purposes and further discipline will be handled by each individual coach per guidelines in the athletic handbook. Students who leave school early for any reason must have an excused absence.
7. Interscholastic sports participants must have on file a current annual physical, proof of insurance, and a signed statement by the parent(s) which grants permission for the student to participate in interscholastic athletics before the student may participate in any practice and/or competition.
8. Students must be enrolled in a minimum of (5) credits.
9. Students are expected to ride to and from an activity on the bus provided. Students may be signed out with the coach/sponsor at the end of the activity by a parent, grandparent, or guardian. Any other arrangements need permission from administration prior to the event.

### **National Honor Society**

To qualify for the National Honor Society the following requirements must be met:

1. Students must be a member of the sophomore, junior, or senior class.
2. Students must have a cumulative grade point average of 3.5 or higher during their high school career and a 3.5 the previous semester prior to consideration for the N.H.S.
3. Students must excel in scholarship, leadership, service, and character. Students must have “yes” votes from 90% of the faculty council in order to be selected.
4. Any faculty voting “no” on a candidate must list the reason why the “no” vote was given.
5. Students must have attended at least one semester at Kingsville High School.
6. Students must meet any and all other requirements as set forth by the national and local organizations.

### **National Honor Society Appeals Process**

Each year, Kingsville’s National Honor Society (NHS) chapter undertakes a process to select new members, and inevitably, some student candidates are not selected. According to NHS, there is no formal appeals process required for non-selection, unless a local chapter decides to create one. Additionally, the NHS national office does not hear appeals of selection decisions. This process has been developed by the Kingsville NHS advisor and faculty council in order to provide an avenue for appeals.

As indicated in the NHS Handbook (p. 58, 2019), parents and students must understand that no student has a right to be selected for membership in a chapter of the National Honor Society. As indicated in the NHS FAQ, “...keep in mind that NHS membership is a privilege, not a right and that your school’s faculty council has every authority to withhold membership.” Reconsideration of a faculty council’s decision must be a rare occurrence. As noted in the handbook, it is important to uphold the integrity of NHS standards and to recognize the potential danger of yielding to pressure tactics. Since NHS encourages strong leadership and character, students themselves are expected to engage in the appeals process.

#### **Kingsville’s appeal process:**

**Step 1:** Consult with the Kingsville chapter adviser, Mrs. Cederquist. This individual facilitates the selection process and will be able to clarify the nature of the decisions that were made.

**Step 2:** If the student would like to move forward with their appeal after consulting with the chapter advisor, the chapter advisor will present the appeal to the faculty council. The faculty council will consider the initial application and the students appeal. They will then state their thoughts regarding the appeal which will then be brought to the principal to make the final decision.

**Step 3:** The principal will review the faculty council's case on the appeal and the students appeal itself and then will make the final decision to approve or deny the appeal.

As noted in the NHS FAQ, some chapters provide explanations and counseling to those not selected for NHS, but chapters are not required to do so. It is Kingsville's position that students may be notified as to why they were not selected (GPA, leadership, character, service, etc.) but the specific discussions and votes among council members will not be disclosed.

### **Elementary Field Trips**

Students who want to participate in a class field trip must have a permission slip signed by their parents. A student must be in good standing to represent the school on any field trip. This relates to attendance as well as discipline. In the event administration identifies an issue, parents will be notified of the students inability to attend the field trip.

On occasion, parents/guardians may be asked to volunteer to help chaperone their student's field trip. Teachers will provide specific information regarding the responsibilities of the chaperone for each field trip. General rules for volunteer chaperones are as follows.

1. Siblings not yet school age or in classes not scheduled to attend the field trip may not attend the field trip.
2. Chaperones are required to stay for the entire field trip and may not leave early with their student.
3. *Unless otherwise stated by the teacher, chaperones should not take photographs that include children other than their children.*
4. Chaperones need to supervise their assigned students throughout the entire field trip and comply with all specific expectations laid out by the teacher.

### **Heat/Cold Guidelines for Recess and Outdoor Activities**

Students are expected to participate in recess and physical education unless extenuating circumstances prevent it. They should come dressed appropriately for the weather. Students who are not dressed for the conditions may be required to stay indoors at the teacher's discretion.

#### **Cold Weather:**

Recess will be held outdoors if the temperature is 32°F or above.

Students will remain indoors if the temperature is below 32°F, or if conditions are unsafe (e.g., bitter cold, heavy snow, or rain).



**Hot Weather:**

If the heat index is 104°F or higher, students will remain indoors.

If the heat index is between 95°F and 104°F, teachers will use discretion to determine if students go outside. If they do, students must bring water bottles, and teachers will monitor for signs of heat-related issues.

**Note:** These guidelines are to be implemented at the teacher's discretion based on their professional judgment and weather-related circumstances.

**Recess/Playground Rules**

The following rules are in effect when students attend recess or use the playground during the school day:

- Students need to dress appropriately for the weather. Any student not dressed for the weather may be asked to remain indoors for recess. This will be based on the teacher's discretion.
- Students need to play away from the building and refrain from looking in classroom windows.
- Playground surfacing material and all other materials must stay on the ground.
- Students are not to jump from any equipment.
- One child only is permitted in a swing.
- Students must swing in an upright position and forwards and backwards only.
- No one is allowed to push another student on the swings.
- When using swings, students must remain seated at all times.
- Other students must stay clear of the swings when not swinging.
- Students must not hang from the basketball goals or climb the poles.
- Students must slide down the slide with feet first while sitting up.
- Jump ropes are for jumping only.
- Use of balls must be away from the equipment, street, and windows.
- Bats, baseballs, and softballs are not permitted at school.
- Games considered dangerous by the administration and teachers will be prohibited.

**Secondary Field Trips**

Students who want to participate in a class field trip must have a permission slip signed by all their teachers, parents, and the principal. If any teacher does not sign the permission form, approval to go will be denied. If a student has obligations to any organization such as library fines, dues, or fees, they may not be eligible to participate until those obligations are fulfilled. The permission slips must be signed and turned in to the sponsoring teacher before the day of the trip. No slips will be signed on the day of the field trip. Permission slips will be given out one time, and there will be no replacement permission slips given. A student must be in good standing to represent the school on any field trip. This relates to attendance as well as discipline. Good standing is defined as a 93% or better attendance rate, no out-of-school suspensions or any single

offense that rises to the level of a superintendent or Board of Education hearing, and all fines, dues, or fees must be paid in full prior to the field trip. In the event administration identifies an issue, parents will be notified of the students inability to attend the field trip.

On occasion, parents/guardians may be asked to volunteer to help chaperone their student's field trip. Teachers will provide specific information regarding the responsibilities of the chaperone for each field trip. General rules for volunteer chaperones are as follows:

1. Siblings not yet school age or in classes not scheduled to attend the field trip may not attend the field trip.
2. Chaperones are required to stay for the entire field trip and may not leave early with their student.
3. *Unless otherwise stated by the teacher, chaperones should not take photographs that include children other than their child.*
4. Chaperones need to supervise their assigned students throughout the entire field trip and comply with all specific expectations laid out by the teacher.

### **Overnight School Trips**

Overnight school trips are a privilege, and the following guidelines must be met in order to participate.

1. Students can have no out of school suspensions that semester.
2. A committee of teachers (including the sponsor of the trip) and the principal will review the discipline record of students to determine eligibility for the trip. The committee determines the student's eligibility to participate based on prior disciplinary action and current classroom performance.
3. If a student misbehaves on the trip and the sponsor deems it necessary to send the student home, the parent will be contacted and must come and pick up the student at the parent's expense.
4. A signed consent form must be turned in five school days before the scheduled trip. The form must be signed by the parent, the student, and the sponsoring teacher. If the sponsoring teacher does not receive the form five days before the trip, the student will not be allowed to participate.
5. There will be a five to one student/sponsor ratio per male/female students. Every effort will be made to identify gender appropriate sponsors.

### **Senior Trip**

In addition to the rules above, Senior students will have to meet other criteria set forth by the principal and sponsors at the beginning of the school year.

## **SECONDARY STUDENT ORGANIZATIONS, EVENTS AND ACTIVITIES**

### **Student Government**

The high school and junior high school practice a form of student government that allows students to have an opportunity to put into practice some of the fundamentals of the democratic process. Members assist in carrying out student-centered programs and

activities. Student Government (STUGO) is an advisory group that suggests methods and means for student involvement and betterment. Handled properly, this group becomes a sounding board for the student body. Student Government members must have a cumulative grade point average of 2.5 on the 4.0 scale.

Members sign on during the last quarter of the previous school year. Executive officers (President, Vice president, and Secretary) are appointed by the advisor through an interview process and teacher recommendations. Responsibilities of membership in Student Government are to attend meetings held after school, cooperatively work with the Athletic Department for Homecoming activities, the counselor for Red Ribbon Week, teacher organizations for the Christmas Giving Tree, and participate in a variety of service projects. Some of the projects in the past have been: trash pick-up in May, Trick or Treat for Can Goods, and lobbying for changes in school rules and policy.

### **Future Farmers of America**

FFA is an organization for those interested in agriculture and agriculture related opportunities. Our students can participate in the Warrensburg R-VI FFA only through the Warrensburg Area Career Center program.

### **Future Teachers of America**

Future Teachers of America (FTA) is an organization for those interested in the teaching profession.

### **Family, Careers, and Community Leaders of America (FCCLA)**

This is a nationally recognized club and compliments our vocational classification in the Family and Consumer Science Department.

### **Future Business Leaders of America (FBLA)**

This is a national organization which is designed to enhance a student's interest in a career in business.

### **Kingsville School Dance Guest Policy (Excludes Prom)**

Students from other school districts may attend Kingsville dances as guests under the following conditions. These guidelines apply to all school-sponsored dances with the exception of prom, which has separate eligibility requirements.

#### **Guest Eligibility Criteria:**

- Good Standing: Guests must be in good standing with their home school district. Kingsville R-1 administration reserves the right to deny entry to any guest not meeting this requirement.

- **Grade Level:** Guests must be currently enrolled in grades 7–12, and their grade must be appropriate for the specific dance.
- **Guest Approval Form:** All guests must submit a completed Kingsville Dance Guest Form, available in the principal’s office. This form must be returned no later than one week prior to the event.
- **Administrative Approval:** All guest forms will be reviewed, and attendance is subject to administrative approval.
- **Attendance Requirement:** Kingsville students must be in school on the day of the dance (or the previous school day if the dance falls on a non-school day) in order to attend.

### **Kingsville Prom Guest Policy**

Kingsville students in good standing with the District and enrolled as a junior or senior are eligible to invite one guest to attend the Kingsville Prom, provided all of the following criteria are met:

#### **Guest Eligibility Criteria**

- Guests must be in good standing with their current school—whether Kingsville or another district.
- Guests must be currently enrolled as a freshman, sophomore, junior, or senior in high school.
- Guests not enrolled in high school must be under the age of 21. In all cases, guests must be under age 21 to attend.
- Guests must complete the Kingsville Dance Guest Form, available in the principal’s office. This form must be submitted at least one week prior to the event.
- All guests are subject to administrative approval.
- Kingsville students and their guests must be in attendance at school on the day of prom (or the previous school day if prom falls on a non-school day) in order to attend.

Kingsville R-1 reserves the right to deny entry to any student or guest not in good standing with their school or who fails to meet the criteria above.

### **Interscholastic Activities**

Interscholastic activities are an integral part of the secondary curricular program. This program shall provide educational and social experiences for the students and school community that result in positive learning outcomes contributing to the development of

good citizenship, sportsmanship, and equitable competition. Kingsville High School is a member of the Missouri State High School Activities Association (MSHSAA). All interscholastic rules and regulations of the Kingsville R-I School District comply with MSHSAA. Activities that are regulated include:

<p><b><i>Sports - Junior High Grades 6-8</i></b></p> <ul style="list-style-type: none"> <li>• Girls Volleyball</li> <li>• Cheerleading</li> <li>• Girls &amp; Boys Basketball</li> <li>• Cross Country</li> </ul> <p><b><i>Sports - Junior High Grades 7-8</i></b></p> <ul style="list-style-type: none"> <li>• Boys and Girls Wrestling - Through Lone Jack</li> <li>• Boys and Girls Track – Through Lone Jack</li> <li>• Boys Football – Through Lone Jack</li> </ul>	<p><b><i>Sports - High School Grades 9-12</i></b></p> <ul style="list-style-type: none"> <li>• Girls Volleyball</li> <li>• Cheerleading</li> <li>• Boys Baseball</li> <li>• Girls &amp; Boys Basketball</li> <li>• Girls Softball</li> <li>• Cross Country</li> <li>• Track - Through Lone Jack</li> <li>• Wrestling - Through Lone Jack</li> <li>• Boys Football – Through Lone Jack</li> </ul>
<p><b><i>Music - Junior High Grades 7-8/High School Grades 9-12</i></b></p> <ul style="list-style-type: none"> <li>• Instrumental</li> </ul>	<p><b><i>Academic - Junior High Grades 7-8/High School Grades 9-12</i></b></p> <ul style="list-style-type: none"> <li>• Academic Bowl Teams</li> </ul>

### ***School Cancellations and/or Early Dismissal***

School will be closed when weather conditions are such that buses are unable to run safely. A broadcast will be made utilizing Apptegy to push out notifications to Facebook, Twitter, and our website to notify students and parents/guardians. Announcements will also be made on local media outlets. Please do not call the administration or radio/TV stations for this information.

At times, school may dismiss early during the day. In the event such a closing should occur, a broadcast will be made and media notified. Information should be given to your child as to what s/he should do if this situation arises. Please keep a watch on the weather, especially in the winter months. If the school needs to send your student to another destination or phone someone to pick her/him, please have this information on file in the office. Time is short in emergency situations and every effort will be made to keep students safe.

### **Arrival and Dismissal Procedures S-165-S**

#### ***Drop Off***

All car riders need to be dropped off in the semicircle drive located on the north side of the building. The main entrance will be for BUS RIDERS ONLY.

#### ***Dismissal***

Students are to go directly from bus to building and vice versa. Bus pickup/drop off is located at the main entrance. Bus students will be dismissed from the main entrance. No loitering outside of the building before or after school is permitted. After school, all car riders must be picked up in the semicircle drive located on the north side of the building

Parents should wait outside in their vehicle and teachers will accompany students to the vehicle. Do not park and wait inside the building prior to dismissal. This creates congestion in the building and disrupts secondary classes that are in session.

All students who walk home from school must exit the doors on the north east side of the building by the crosswalk (Preschool doors). Secondary students who drive or ride with a secondary student should exit out the northeast door of the high school wing by the Technology office.

### *Checking In and Out of School*

Any student arriving late to school must check in through the office. A student who needs to leave school for doctor, dental, or other necessary appointments or reasons should have their parent notify the office by phone or note prior to the request to leave. If the office does not have prior notification, it will be necessary for the student to contact his or her parents by phone so proper permission may be obtained to leave the building. After obtaining parent notification, ONLY secondary students will be allowed to leave the school premises without a parent, grandparent, or legal guardian.

When it becomes necessary to pick your child up before the end of the school day, a parent, grandparent, or legal guardian must sign the student out in the office. Elementary students are not to leave the school grounds by themselves any time during the school day. When a court order is in effect prohibiting the release of a child to a certain parent, the school must have a copy. Without a copy, students will be released to either parent.

### *Student Dismissal Precautions*

The Kingsville R-1 School District is legally responsible for the safety of its students during the school day; therefore, the principal will establish procedures to validate requests for early dismissal to assure that students are released only for proper reasons and only to an authorized person(s).

Staff members shall not excuse any student from school prior to the end of the school day or release him or her into any person's custody without the direct prior approval and knowledge of the principal or the principal's designee.

### *Student Permission to Leave Building*

Students are not permitted to leave the building or school area without permission from the office. Students are not to be sent on errands or dismissed from classes to leave the building without permission from the office.

## **Student Parking**

Student parking on campus is a privilege, not a right, and is contingent upon compliance with all related policies and expectations. All students intending to park on school

property must have a signed drug testing consent form on file before they can be issued a parking permit. Students must park no closer than the first light pole in the main parking lot; alternatively, they may park across the street in the north parking lot. Parking permits are non-transferable and must be used only by the student to whom they are issued. Students are expected to follow all parking and campus safety rules at all times. Unsafe driving, violations of policy, or misuse of the permit may result in the revocation of parking privileges.

Cars parked in school designated parking areas during at home or away activities may be searched if there is reason to believe they hold unauthorized material. The school is not required to maintain insurance and is not liable for the loss or damage to personal property or private vehicles while on District property.

### District Policy Information

#### **Physical Examinations and Screenings S-146-S**

The District will generally obtain parental consent before administering a physical examination or screening on a student. However, the District may forgo obtaining parental consent if there is a health or safety concern or by court order.

Our health staff follows screening guidelines that were developed in a collaborative effort between the Missouri Department of Elementary and Secondary Education (DESE), the Missouri Department of Health and Senior Services (DHSS), and the Missouri Association of School Nurses. Our screening protocols, preschool through grade 12, also take into consideration our school board policy, special education plans, and available resources. They are intended to facilitate the identification of children with common problems as early as possible, when treatment is most effective, thus supporting educational achievement and allowing ample time for referral of children for diagnosis and treatment. Screenings include: head lice (as needed), vision, height and weight, and dental. Parents will be notified by letter for any failure(s) to meet set standards for screenings.

Parents and guardians will be provided an opportunity to opt out of any nonemergency, invasive physical examination or screening of their student. If you do NOT want your child to be routinely screened, please submit your request to opt-out to the school nurse in writing by September 1<sup>st</sup> of each school year. This policy does not apply to any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parent notification.

#### ***Surveying, Analyzing, and Evaluating Students S-150-S***

The District has developed District Policies regarding the rights of a parent/guardian to:



- Inspect all instructional materials.
- Inspect and provide prior written consent for a student to participate in certain student surveys.
- Be informed of and provide prior written consent for physical examinations or screenings that the school or agency may administer to a student.
- Be informed of the District's collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure, or use.

If a parent/guardian would like to request the review of any of the above materials, please contact: the School Counselor.

All District policies can be located at: <http://egs.edcounsel.law/kingsville-r-i-school-district-policies/>.

### **School Nutritional Program F-290-S**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail:	U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
Fax:	(202) 690-7442; or
Email:	<a href="mailto:program.intake@usda.gov">program.intake@usda.gov</a>

This institution is an equal opportunity provider.

### **Student Transfers S-120-S**

The District will enroll students in the school associated with the attendance area in which the student resides. If a student's residence changes to a different attendance area within the District, the student must transfer to the associated school. The Superintendent or designee may consider exceptions to this policy under the following conditions:

1. The District will not generally grant requests for transfers but the District will make limited exceptions based upon educational needs of the student. Resident parents/guardians may request a transfer to another school within the District by completing the transfer request form available on the website. All transfer requests will consider a school's space and class sizes. The District may rescind a transfer for any reason, including but not limited to, disciplinary issues and absenteeism. Any student who transfers to a school outside the student's attendance area based upon residence will be subject to all eligibility rules of the Missouri State High School Activities Association (MSHSAA). The final decision regarding a student transfer rests with the District administration. The District will not provide transportation outside the student's attendance area unless required by law. The Board authorizes the Superintendent to establish student transfer procedures.
2. The Superintendent or designee may transfer students between schools if a transfer is necessary for the student's safety, health, or welfare, or to address overcrowding in a school. The decision of the Superintendent regarding a student transfer will be final.
3. Students who are homeless or in foster care may attend their school of origin if it is in the student's best interest. The District may assign District students with disabilities (served under the provisions of an Individual Education Plan (IEP) or Section 504 Plan (504)) to a school outside the student's attendance area as determined by the IEP or 504 team. In special circumstances, and at the mutual discretion of the participating school Districts, Districts may contract for necessary services for students with disabilities.
4. The District will consider students placed into programs by the Missouri Department of Mental Health (DMH), the Department of Social Services (DSS), or by a court order a resident of the District in which the program is housed. The District will allow a student to attend another school within the District if that student is enrolled in a persistently dangerous school or becomes a victim of a violent criminal offense on school property as mandated by state regulations.

### *Trauma-Informed Schools Initiative*

The Missouri Department of Elementary and Secondary Education (DESE) has established the “Trauma-Informed Schools Initiative” and created a website with more information about this initiative. In accordance with Missouri law, the District is providing notice of the address for this website: <https://dese.mo.gov/college-career-readiness/school-counseling/traumainformed>.

### **Tobacco-Free Policy C-150-S**

To promote the health of all individuals, the District prohibits all employees, students and patrons from smoking or using tobacco products, electronic cigarettes or imitation tobacco or cigarette products in all District facilities, on District transportation, on all District grounds at all times and at any District-sponsored event or activity while off campus.

### **Firearms and Weapons F-235-S**

Possession of weapons, including concealed weapons, is strictly prohibited on District property, on District transportation or at any District function or activity sponsored by the District unless the visitor is an authorized law enforcement official or is specifically authorized by the Board.

### ***Use of Recording Devices or Drones C-165-S***

The District prohibits audio and visual recordings on District property, District transportation or at a District activity unless authorized by the Superintendent.

Requests for such authorization must be made within a reasonable period of time prior to the recording. Unless otherwise specified by the Superintendent, exceptions in Policy C-165-P apply to this prohibition.

All unmanned aircraft systems (UAS), commonly known as drones, with the potential to capture or produce visual images of District property or District events must be operated in accordance with applicable Federal Aviation Administration regulations or safety guidelines and must receive authorization from the Superintendent to operate a UAS on or over District property or at a District event.

## Signature and Form Requirements

- *Email Consent/Permission Form*
- *Technology Usage Agreement Form*
- *Student/Parent Handbook Acknowledgement Form*

The faculty of the District strives to communicate and work together with the parents and guardians of our students. Email is one tool that promotes convenient, two-way communication between families and teachers. Though the District network is secure, we cannot guarantee that an email sent from the District server will remain secure once it leaves our system. When teachers or administrators receive email from outside sources, the identity of the person cannot always be easily discerned.

Therefore, permission must be granted by the parent/guardian to allow teachers or administrators to use email for communication. To remain compliant with the Family Educational Rights and Privacy Act (FERPA), email will not be used to send grading, attendance, discipline information of students, or other personally identifiable information without permission to do so. The District also encourages parents to access the District's parent portal, a secure measure, to check your child's school information and progress.

I, Parent/Guardian of (please print) \_\_\_\_\_, provide to my child's school and to the District permission to email academic, attendance, discipline, or other personally identifiable information to the email address(es) listed below. I understand that by giving this permission, there is no guarantee that the information will be fully secure and do not hold the District liable for any inappropriate release of student information that may violate the FERPA regulations as a result of any email communication. Should your email address change, please contact the District.

Name of Student (please print:)

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Email Address(es):

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Parent/Guardian Signature

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Parent/Guardian Name (please print):

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Date:

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*Students*

I have read, understand, and agree to the Technology Acceptable Use Policy when using electronic devices owned, leased, or operated by the District *or* while accessing the District Wi-Fi/Internet, even if using a personal device. Should I violate the policy (F-265-P) or the Student Parent Handbook provision regarding technology usage (F-265-S), my access privileges may be revoked. I also understand that any violation of the policy or Student Parent Handbook is prohibited and may result in disciplinary or legal action.

Student Signature:

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Student Name (please print):

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Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

*Parent Technology Usage Agreement Permission Form*

As the parent/guardian, I have read, understand, and agree to the Technology Acceptable Use Policy (F-265-P) and the Student Parent Handbook provision regarding technology usage (F-265-S) when my student(s) or family are using electronic devices owned, leased, or operated by the District *or* while accessing the District Wi-Fi/Internet, even if using a personal device. Should my student(s) violate the policy or Student Parent Handbook, access privileges may be revoked. I also understand that any violation of the policy or handbook is prohibited and may result in disciplinary or legal consequences. I further understand that the District has taken steps to control access to the Internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree not to hold the District responsible for materials acquired on the network and accept responsibility when my student(s) uses District technology outside the school setting. I give permission for my student(s) to use District technology and network resources, including the Internet.

Parent/Guardian Signature:

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Parent/Guardian Name (please print):

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Date: \_\_\_\_\_

\*Students 18 years of age or older may sign this release form for themselves.

I acknowledge the Student Parent Handbook is available on the District's website at [www.kingsville.k12.mo.us](http://www.kingsville.k12.mo.us) and it is my responsibility to access it. If I am unable to access the Student Parent Handbook online, I acknowledge the District will provide it upon request.

I acknowledge that I have reviewed the 2025-2026 Student/Parent Handbook. I also acknowledge my student has been informed of the Student Parent Handbook's location and is expected to review it. I understand the policies and guidelines of the District and that violations of these policies and guidelines may result in disciplinary action.

Parent/Guardian Signature

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Parent/Guardian Name (please print):

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Date: 

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\*Students 18 years of age or older may sign this release form for themselves.